

# **STUDENTS' SCHEMATA AND THEIR SPEAKING ABILITY**

**(A Case Study at English Language Education Department of UIN Ar-Raniry)**

## **THESIS**

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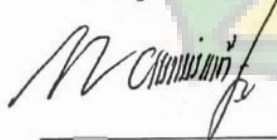
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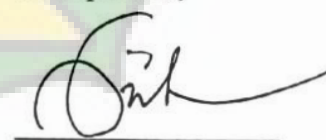
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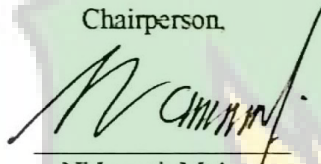
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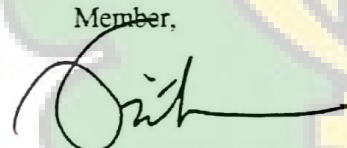
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**Students' Schemata and Their Speaking Ability (A Case Study at English Language Education Department of UIN Ar-Raniry)**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Agustus 2020

Saya yang membuat surat pernyataan,

  
  
**Firda Umaira**

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Banda Aceh, August 1<sup>st</sup> 2020  
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## ABSTRACT

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Thesis working title : Students' Schemata and Their Speaking Ability  
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This study aims at investigating the impact of students' schemata in their speaking ability at UIN Ar-raniry University especially students of English language education department. There were 7 participants chosen English Language Education Department Students of UIN Ar-Raniry who graduated from boarding school backgrounds. The participants consisted of four students in the 2nd semester and three students in 4th semester. The instrument used in this research is an interview. The participants participated in a semi-structured interview. The writer found out that the students' schemata from boarding school help students speaking ability in university, especially in the confidence aspect of speaking. Furthermore, the writer found that there are four suggestions from participants for improving speaking practice activities in the boarding school; encouraging the rule of language punishment, providing qualified English teacher, improving the rule of conversation practice activities, and the last is encouraging students' self-awareness.

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

A schema is a cognitive structure that serves as a framework for knowledge about people, places, objects, and events. Schemas help people organize their knowledge of the world and understand new information. While these mental shortcuts help us make sense of a large amount of information we encounter daily, they can also narrow our thinking and result in stereotypes. According to Vinney (2019), the term schema was first introduced in 1923 by developmental psychologist Jean Piaget. Piaget proposed a stage theory of cognitive development that utilized schemas as one of its key components. Piaget defined schemas as basic units of knowledge related to all aspects of the world. He suggested that different schemas are mentally applied in appropriate situations to help people comprehend and interpret information. To Piaget, cognitive development hinges on an individual acquiring more schemas and increasing the nuance and complexity of existing schemas.

Vinney (2019) also stated that psychologist Frederic Bartlett later described the concept of schema in 1932. Bartlett conducted experiments that tested how schemas factored into people's memory of events. He said that people organize concepts into mental constructs; he dubbed schemas. He suggested that schemas help people process and remember information. So when an individual is confronted with

information that fits their existing schema, they will interpret it based on that cognitive framework. However, information that does not fit into an existing schema will be forgotten.

Schemata are plans or generic concepts about things, events, and knowledge about the world that is store in mind. Every people have their own schemata that are got from past experience. The existing knowledge enables people to understand everything because they have a concept store in mind. Schemata are also known as background knowledge that helps people organize and interpret the world around them. This is a gradual experience building. The more background knowledge students have, the better their understanding of the lesson. It is in line with Widdowson (1983) as cited in Destriani, Yufrizal & Sudirman (2013) stated that schema concerns of how we organize information to long term memory. On the other hand, schema represents the knowledge, information, and conceptual understanding to be interpreted and mastered.

Kujawa and Huske (1995) as cited in Ahmad (2009) stated that it is a good starting point for the teacher to build students' prior knowledge in learning. Prior knowledge impacts how the teacher and students interact with the learning materials as both individuals and a group. Ahmad (2009) agreed that in the teaching and learning process, approaches of the previous school and the social experience of the students, and ours also affect the course we are planning. Thus, it is essential to consider how these differences impact classroom dynamics and learning. Therefore,

with Schemata, students will be more effective in learning the material which is familiar with them. The students will be more active in learning when they have the background knowledge of the lesson. Their curiosity and interest will appear when the teacher provokes the lesson with the knowledge they already know before. Briggs (1970) as cited in Destriani, Yufriзал & Sudirman (2013) stated that skills of schemata include in reading, listening, writing, and talking. Based on the theory and explanation above, the schemata are also related to speaking skills. People may not speak without having an idea, content, or tool because speaking relates to the real thing.

As we know, speaking is one of the most needed skills in English. It is used by someone to communicate with each other. Shumin (2002) as cited in Syarifudin (2017) stated that speaking English is difficult, especially for English foreign language learners, because effective oral communication requires the ability to use language appropriately in social interactions. To be fluent in speaking, students should often practice it with the people around them. Besides, more clearly and fluently someone speaks more effectively the communication he will get. Students face some problems in delivering their ideas in speaking class; one of their problems is caused by their language proficiency and background knowledge. To have a good ability in speaking English, the students should have the schemata convey what they talk about. Of course, the schemata that students get are also from their educational background.

So far, Ar-Raniry State Islamic University does not limit students from various educational backgrounds to enter the university. Instance, in the English language education department of *Tarbiyah dan Keguruan* faculty, the students come from many different high school backgrounds. Some of them from senior high school (SMA), some from vocational high school (SMK), some others graduated from Islamic senior high school (MA), and the last from a Boarding school (Pesantren). Their various backgrounds positively affect their abilities and performance in the classroom, including *Speaking Class*.

One of the institutions in Aceh that obligates students to practice speaking is Boarding School. The boarding school provides some activities such as conversation practice (Arabic: *Muhaddatsah*), memorizing vocabularies every morning, the obligation to speak English for every student, and the language court (*mahkamah bahasa*). Those activities aim at making students fluent in speaking English or Arabic at a standard level. However, the boarding school did not obligate students to speak in proper English. Therefore, most students speak improper English and wrong grammatical structure. The students who did not speak English properly will not be punished as long as they did not speak in other languages. The writer assumed that it would impact their speaking ability when they were at university.

There was previous research to support this thesis under the title “The Influence of Morning Conversation Programme on Students’ Speaking Ability.” The research conducted by Ferdian (2012) found that the morning conversation programme had several positive influences on students’ speaking ability of Darul

Ulum Islamic Boarding School; increasing students' motivation to speak English, increasing students speaking ability, making them easy to memorize the conversation, training them to practice English regularly and increasing their courage to speak English.

However, Fajriah (2011), on her research under the title "The Role of Language Court (*mahkamah bahasa*) in improving students' English skill," found that students of Ruhul Islam Anak Bangsa Islamic Boarding School were active in speaking English or Arabic because of the language court. The court functions as a division that will monitor the students who do not speak in English or Arabic, and then they will be punished. She also found that the boarding school and the language court did not obligate the student to speak in Standard English. Thus, the students who did not speak English correctly will not be punished, as long as they speak English or Arabic at the appointed time.

There were many pieces of research conducting about the student's prior knowledge of reading class, and there is also on translation class performance. One of them is a research conducted by Syarwan Ahmad (2009) with title *The Impact of Prior Knowledge of the English Department Students of the Tarbiyah Faculty IAIN Ar-Raniry on their Translation Class Performance*. In this study, the writer did the research on all of the students from various high school backgrounds, including senior high school (SMA), vocational high school (SMK), Islamic senior high school (MA), and also Boarding School.

Unfortunately, up till now, only a few studies have been conducted regarding the student background knowledge on their *Speaking Class*. Because of that, the writer interested in conducting a research entitled: *Students' Schemata and Their Speaking Ability*. Different from previous studies, in this study, the writer would not compare all the students' educational backgrounds. However, the writer only focuses on students who were graduated from *Boarding School*. The writer decided to explore the impact of students speaking practice in the boarding school to their speaking ability in the university. The sample of this research is some alumni of various boarding schools in Aceh who are studying in the English education department of UIN Ar-raniry.

### **B. Research Question**

Refers to the background of study, the research questions of this study are :

1. How is the impact of students' schemata in their speaking ability?
2. What are students' suggestions for improving the speaking practice activities in the boarding school?

### **C. The Aim of Study**

Related to the research question, the aims of this study are:

1. To explore the impact of students' schemata in their speaking ability.
2. To know the students' suggestions for improving the speaking practices activities in the boarding school.



## **D. Significant of Study**

There are some expected benefits to achieve from this study. The result of this study is expected to give contribution to the English teacher in boarding school, the students and future researchers. They can be described as follows:

### **1. Teacher**

For teacher, this research hopefully can provide information about student's suggestion for improving the speaking practices activities in the boarding school.

### **2. Students**

By knowing the result of this study, the students can be more active in practicing their speaking activity and developing their speaking ability.

### **3. Further Research**

The result of this study will provides information about the effect of speaking activities in boarding school to students speaking ability in the university. It can be references to other researcher in doing similar research.

## **E. Terminology**

### **1. Students' Schemata**

According to Nuttal (1882) as cited in UKEssay (2018) a schema (plural *schemata*) is termed as a 'mental structure (which) derives from all the particular experiences we have had'.

In this study, students' schemata refer to students' prior knowledge from some activities that are organized by boarding school with aim at making students able in speaking English. The activities commonly implementing in the boarding school are; conversation practice (*muhaddstah*), memorizing vocabulary in every morning (*mufradat*), language court (*mahkamah bahasa*) and also the obligation to speak English in twice weeks a month.

## **2. *Speaking Ability***

Irawati (2003) as cited in Muklas (2017) stated that speaking is one of central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listener used to communicate information, ideas, and emotion to the others using oral language.

Based on the definition above, speaking in this context is about expressing an idea, feeling, or other by using words or sounds in structured sentences to inform people about something and make them understand what we mean. Speaking in this research is related to the speaking ability of students who graduated from boarding school to see the benefit of their schemata to their speaking ability at university.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Speaking Theory**

Speaking is also one of the main elements of the communication of an interactive process in which an individual alternately takes on the role of speakers and listeners used to communicate information, ideas and emotions to others using oral language. The situation of the student's emotion, therefore, affects the quality of their speaking, whether it is fluency or structure. The main aim of speaking is to communicate. So, in order to deliver the idea effectively, the speaker must understand the meaning of all the things to be delivered; he / she must evaluate the effect of communication towards the listener; and he / she must understand the principle that becomes the basis of communication.

According to Byrne (1984) as cited in Muklas (2017) stated that speaking is oral communication. It is a two-way process between speaker and listener and involves productive and receptive understanding skills. Therefore, there must be at least two people in the process of speaking, i.e. one is the speaker who gives information and the other is the listener who receives information.

Furthermore, Chaney (1998) as cited in Zyoud (2016) identified speaking as a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking can take place if the speaker uses verbal symbols such as words and phrases and non-verbal symbols such as gestures or signs to express meaning.

Meanwhile, speaking also being able to express oneself in a situation of life, or being able to report acts or situations in precise words, or being able to converse or express a sequence of ideas fluently. It means that speaking emphasizes more the ability of an individual to express something whether it is in the form of an expression, a report, etc with the language he has.

From the definition above, it can be inferred that speaking is a matter of expressing ideas, opinions or feelings to others. In addition, speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts, which includes the production, reception and processing of information.

### ***1. Functions of speaking***

Richards (2007) categorized the functions of speaking in human interaction into three types: interaction, transaction, and performance. Trigon (1998) as cited in Richards (2007) stated that each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches. In other words, the

main goal of speaking is to maintain interaction and social relationship, normal in the form of conversation.

#### **a. Interaction**

Mastering the art of speaking as interaction is difficult and required to create a good communication in a natural way. However some L2 learners lose words and feel difficulty to present a good image of them. He also added that speaking as interaction needs some skills, opening and closing conversation, choosing topics, making small talk, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to other, and also requires some features, social function, formality or casualness, role relationships, speaker's identity, conversational convention, degree of politeness, generic words, and conversational registers.

#### **b. Transaction**

Transaction as a second feature of speaking refers to situations where the focus is on what is said or done and is making oneself understood clearly and accurately rather than how the participants interact socially with each other. Burns (1999) as cited in Richard (2007) considered speaking as transaction from two different dimensions; giving and receiving information, and giving and receiving goods or services. To speak as transaction, there are different features: emphasis on information and the message and the participants, application of communication strategies, frequent questions, repetitions, comprehension checks, negotiation, and digression. Speaking as transaction has several main skills: explaining a need or

intention, describing something, asking question, confirming information, justifying an opinion, making suggestions, clarifying understanding, and making comparisons. Unlike speaking as transaction, speaking as interaction is more easily planned because current communicative materials are considered as a rich source for group activities, role plays, and information-gap activities.

### **c. Performance**

The third kind of speaking, speaking as performance, refers to public speaking for transmitting information such as mourning tasks, public announcements, and speeches. Compare with speaking as interaction or transaction, speaking as performance has a monologue-based and recognizable format and is evaluated by the degree of effectiveness on the listener. In addition, speaking performance is affected by some factors. In order to help students overcome problems in learning speaking, teachers should figure out the factors that may affect students' speaking performance. The factors that are suggested by Hoang and Ngoc (2015) as cited in Jahbel (2017), include:

1. Performance conditions (time pressure, planning, standard of performance and amount of support),
2. Affective factors (such as motivation, confidence and anxiety),
3. Listening ability
4. Feedback during speaking activities.

## ***2. Improving Speaking Ability***

There are some programs that commonly provide by boarding school as the activities to improve student's speaking skill, as the following:

### **a. Memorizing Vocabulary**

Many researchers agree that vocabulary is one of the most important components in learning a foreign language and foreign language curricula must reflect this. Oxford (1990) as cited in Siddiqua (2016) also claims that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings”

In producing a language, when we want to express our ideas, we must have a store of vocabulary that can be used in our speaking. Like students in boarding school, they are trying to increase their vocabulary to get used and to be fluent in speaking English or Arabic.

There are literally an innumerable amount of techniques students can apply when building vocabulary, those are: (Simple Technique for Helping Memorizing Vocabulary, 2012)

#### ***1. Flash cards***

Having been around for the longest time, almost everyone is familiar with flash cards. Surviving the test of time isn't an easy feat and they've done it for good

reason. They're simply one of the best tools ever devised for memorizing anything. With the advent of smartphones, flash cards (or the idea behind them) have become more useful than ever, allowing students to carry thousands of electronic flashcards in their phone for use anytime they get a free moment. Flash cards are simple, inexpensive and proven effective, so the students can take advantage of them when searching for tools to help their vocabulary building efforts.

## ***2. Hear, echo and associate***

When first students encounter a word, the first thing to do is to listen intently at the right way of pronouncing it. Then, repeat it to their selves loudly. Most people stop there and that's wrong. It's very easy to forget a vocabulary item if the students simply parrot it. Students need to associate it to something that is meaningful to them. That way, the word has a personal meaning that makes it memorable, rather than just being a bunch of syllables and sounds strung together.

## ***3. Read more***

Try to spend a lot of time reading in the target language. Start with easy reading materials like product descriptions on e-commerce websites, short blog posts or Twitter timelines of native speakers. Once the students get comfortable with that, start reading longer materials, like magazine articles, newspapers and books. Doing so allows students to encounter words in different contexts, giving them a better idea of how to use specific vocabulary elements in the language. Reading will also expose students to a lot of new language elements that they may not have even encountered



in their regular lessons. Try understanding the meaning from context first before pulling out the dictionary and thesaurus.

#### ***4. Brute repetition***

This isn't the most elegant technique, but student can't deny that brute repetition works. People have been doing it to commit facts to memory since time immemorial. It's especially useful for remembering hard-to-retain items, such as words student rarely encounter in their readings and practice sessions. Frequent vocal repetition of a word or phrase allows their mind to form a familiarity with it (auditory memory), making it easier to recognize and recall when you need it later. They can also write words down repeatedly to establish a visual and lexical context in their mind.

#### ***5. Form phrases and sentences with each vocabulary item***

We suggest either writing them down or recording them by speaking into a computer. Doing this allows students to immediately practice using new words as they pick them up, forcing them to process the words in a much deeper manner than they normally would just memorizing them off of a page. Instead of just learning a word and its meaning, students work it into a whole web of meanings.

#### ***6. Latching onto a key sound***

Some words have prominent sounds or syllables that are easy to recognize and easy to remember, especially in European languages like French or Russian. Students can use those notable elements to improve their memory and recall of the word, associating the specific sound with the actual word. They can also associate them

with memorable hooks from songs, too. Doing that works very well for a lot of people.

### **7. *Using cognates***

Students also can use cognates (two words in different languages that share a similar meaning, spelling and pronunciation) to help lend additional context to new vocabulary items. Cognates are rarely the exact equivalent of the original word in question, but the relationship and similarities will help them establish a clear image for it in their mind. Do note that not all words that seem like cognates are actual cognates. For instance, the words exit (English) and exito (Spanish) may appear the same, but one means “to leave” and the other means “success.” This technique is especially useful for languages that share many similar words, such as English and Spanish, where an estimated 30 to 40 percent of all words are valid cognates. For languages that have little in common, like English and Korean, the usefulness of this technique should prove a little less potent.

### **8. *Diglot weave***

In this technique, students insert the new foreign vocabulary item into a sentence in English, substituting the foreign word in place of its English equivalent. It is suggested making at least four or five sentences for each new vocabulary item. This should be enough to establish a meaningful context for it. Try to create different sentences for every instance (declaratives, questions, commands and others) to give a decent sample variety.

### **9. *Create lists***

Put together two numbered lists. On one list, put the words that students want to remember. On the other, put their meanings or translations in student's native language. They can write this out as a table or as two separate documents. Either way, they can look at the lists periodically to study them, memorizing each item until they are able to recall everything on cue.

### **10. *Take vocabulary tests.***

It is a huge fan of taking vocabulary tests for learning and recall. The problem is these aren't as readily available as we'd probably like. If we can find them, though, they're incredibly useful for reinforcing our recall of new words and phrases. There are several websites offer crosswords and similar vocabulary exercises in different languages. Most language software also comes with a load of practice tests and exercises, so it's a good place to look.

### **b. *Conversation Practice***

Conversation or dialogue is an essential function in human life. Everyone will converse his ideas to other, so that conversation means they speak to other people. Byrne as cited in Supadi (2012) stated "oral communication is two-ways process between the speaker and listener, involving the productive skill of speaking and the receptive skill of understanding".

Conversation practice also implementing for students in boarding school. It is generally held in morning or afternoon. Every single student has to perform the activity based on the topic which is given. For example they will perform as a person in different place and different conditions (market, class, dormitory, kitchen, and canteen). Usually the conversation text is provided by the trainer.

Besides, Kayi (2006) on her journal mentioned some activities to promote speaking in a second language, those are:

1. ***Role Play***

One other way of getting students to speak is role-playing. Students pretend they are in a variety of social contexts and have a range of social roles. In role-play activities, the instructor offers facts to the learners such as who they are and what they think or feel. Thus, the instructor can tell the student that "You are David, you go to the doctor and tell him what occurred last night, and..."

2. ***Brainstorming***

On a given topic, students can produce their ideas in a limited time. Depending on the context, both individual and group brainstorming is effective and learners generate ideas rapidly and freely. The appropriate characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

### 3. *Story Telling*

Students can briefly summarize a tale or a story they heard from any individual beforehand, or they can also create their own stories and tell to their classmates. Story telling fosters innovative thinking. It additionally helps students express ideas in the structure of beginning, development, and ending, together with the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of every class session, the instructor can also call a few students to tell short riddles or jokes as an opening. In this way, the teacher not only will address students' speaking ability, but also get the attention of the class.

### 4. *Picture Describing*

Another way to make use of pictures in a speaking activity is to provide students simply one picture and having them describe what it is in the picture. For this activity students can form groups and every group is given a different picture. Students talk about the picture with their groups, and then a spokesperson for each team describes the image to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

### ***3. Self-Confidence in Speaking***

Self-confidence has a key characteristic to start any action especially for speaking in L2. Among all other language skills, speaking is of an exclusive place to have effective communication, and self-confidence is one of the facilitators to start conversation. McIntyre (2004) as cited in Gurler (2015) suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. Speaking requires a high level of self-confidence that means the state of being sure of doing something, and not being shy and aggressive in social situations. Thus, in order to be a native like speaker in a foreign language, self-confidence is one of the keys that unlock some important communication barriers.

### ***4. Fluency as a characteristic of speaking***

The term 'fluency' is widely used in language pedagogy and 'fluent' is regularly appeared in language testing and assessment. That seems the meaning of fluency is easily understood, however the definition of fluency is various. Hartmann and Stork (1976) as cited in Yang (2014) pointed out 'fluent' means a speaker is able to use the correct structures of a language at normal speed, which means speaking naturally meanwhile concentrating on the content delivery rather than the form or structure of a language. Fillmore (1979) as cited in Yang (2014) defined four abilities of speaking fluently:

- a. The ability to talk at length with few pauses;
- b. Be able to produce the sentences coherently, reasoned and semantically;

- c. Have appropriate expressions in a wide range of contexts;
- d. Be creative and imaginative in language use.

Nation (1989) as cited in Yang (2014) provided three aspects of fluency:

- a. The speed and flow of language production;
- b. The degree of control of language items i.e. pausing, rhythm, pronunciation and stress;
- c. The way of content interrupting.

So far, the definition of fluency is developed into two main categories. One is called the narrow approach (Lennon, 2000, as cited in Yang, 2014) refers to the speaking speed and smoothness of the language delivery. The other is the board approach (Kopenen & Riggenback, 2000, as cited in Yang, 2014) that considers a wider area including semantic density, appropriateness of expression, the language user's creative ability and some further issues in sociolinguistics.

Neither defining the term fluency is easy, nor the measure of fluency. To establish the standards of fluency is a complicate task, because fluency is totally a performance with the listener's impression and feeling. Lennon (1990) as cited in Yang (2014) argued that fluency is not inviting the listener to pay attention on production of speaking, but the listener's attention on speaker's delivered message. This is the reflection of speaker's oral ability. Consequently, many researches attempted to identify the longitudinal fluency development, to distinguish the fluent

and non-fluent language learners and the fluency improvement in learning a language. Most of these researchers analyzed the amount of words articulated per minute and the average pause between different syllables in speaking. So, Wood (2001) as cited in Yang (2014) summarized speech rate is an indicator of measuring fluency as speech rate shows the overall fluency of speaking. In many empirical studies, the phenomena of pause and pause filler are considered: the presence of filled and non-filled pauses in speaking of four English learners from China and the changes in the pause time of four German students. To sum up, the definition and the measurement of fluency show the importance of developing fluency in EFL class.

There are some further studies on improving and developing fluency. Schloff and Yudkin's (1991) as cited in Yang (2014) sixty second strategy advised learners with a slow speaking speed to choose a context about 180 words to read it loudly and practice for many times. Then, learners are encouraged to achieve a goal of finishing the reciting content in one minute without losing the original meanings. Fluency is directly associated with speed in this circumstance. Porter and Grant (1992) as cited in Yang (2014) argued the EFL learners should not be trained by speeding up with sacrificing meaning and therefore to make the conversation difficult for understanding. Schneider (2001) as cited in Yang (2014) proposed the pair-taping to encourage the EFL learners to interact in class due to the few opportunities of speaking English. Brenham and Stoops (1996) as cited in Yang (2014) further suggested talking zone, speaking line and conversation game to face the challenge of



L1 use in class. The over use of L1 may impact on the quality of lesson. In summary, all these proposed activities above create an opportunity for practicing the speaking fluency in the EFL class.

Before answering the question how to improve speaking fluency, it is necessary to draw attention on the function of fluency development. Is fluency development is a meaning-focused or form- focused task? According to Nation (2007) as cited in Yang (2014), fluency development is a meaning-focused strand. Fluency strand exists if the EFL learners are familiar with the content; the focus is on processing the meaning; and there is some pressure to push the performance at a fast speed. Fluency or accuracy, meaning or form is widely debated. The best way is to merge them into different sequences. He also added that four strands successfully classified language learning through listening and reading is called meaning-focused input, whereas speaking and writing refer to meaning-focused output and form-focused instruction is focused on learning language features. The fourth strand is fluency development and they equally share one quarter of the class time. The EFL learners should put 25% time and effort on fluency development. Arevart and Nation (1991) as cited in Yang (2014) indicated the participants involved in the 4/3/2 activity are more coherence in speaking in terms of the articulating words per minute increasing dramatically. Nation (1997) as cited in Yang (2014) further found that speaking fluency development will improve the grammar accuracy, which is an additional contribution to the development of speaking fluency.

### ***5. Grammatical Structure in Speaking***

It is needed for students to arrange a correct sentence in a conversation. It is in line with the explanation suggested by Heaton (1978) as cited in Surya (2012) that a student can manipulate the structure and distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. In order to obtain English fluency for ESL students, studying grammar can slow progress down significantly. Basic grammar is necessary, but focusing on grammar will prevent from being able to speak English fluently in a reasonable time frame. Grammar is most effective in improving communication and writing skills, but it only pertains to those who have a solid English fluency foundation.

Mariawoodford (2018) stated that correct grammar is a key to speak English fluently and confidently. Knowing the grammar will help the students avoid errors that make English sound strange to native speakers. However, there are certain situations in which English grammar is especially important. For example, if students are going for a job interview in an English-speaking country, the employer will be interested in the quality of their spoken and written English. In fact, in a recent survey of U.K. job recruiters, as cited in Mariawoodford (2018), 50% said that bad spelling and grammar was the biggest reason they would dislike an application.

Grammar is a form that can make a sentence comprehensive. Grammar is even essential for social life. When someone meets new people or visits new places, the last thing someone gets is to be misunderstood! To avoid confusing people, someone

needs to have a firm idea of how to structure the words. So, it can be concluded that grammar is essential in communication.

## **B. Schema**

Schema was first proposed by Bartlett 1932, who found that when humans have been requested to repeat a story from memory, they frequently filled in details which were not included in the authentic but related to what they already knew based on their cultural background (Vinney, 2019). Schema then is culturally bound. The thinking of schema can be found from anthropology to philosophy and has been viewed for both of instruction and evaluation in language learning. Kant (1781) as cited in UKEssay (2018) claimed that new information, ideas and thoughts can only have meaning when they can be related to something already known by the individual. This exemplifies how the thinking of background knowledge in language-related overall performance has been around for centuries, if not virtually coined as a term at the time. McNamara, Miller and Bransford (1991) as cited in Clapham (1996) as cited in UKEssay (2018), referred to the theory as ‘mental models’ which consist of ‘mental tokens’, agree that schemata are used in comprehension however that it is no longer clear what we do with them.

There are two important types of schema that have since been termed through theorists (Cook, 1997, as cited in UKEssay, 2018). The first is formal schema and is primarily based on the background understanding of the structure of any given text.

The second is content schema and relates to the background understanding of the content area. Then, all schemata are seen to be related to background knowledge of some kinds. Carrell (1998) as cited in UKEssay (2018) stated that these processes are not understood well. Here, the attempt to focus on the main skills involved and the factors that affect its usefulness from the perspective of a language teacher.

Based on UKEssay (2018) as English teacher, we are constantly attempting to activate schematic knowledge for all skills work, and indeed, any work at all done in class. Within the context of a multi-skills approach, it more often than not leads to processing via receptive skills (reading and listening) and then progresses to productive skills work (speaking and writing). Research on schema theory has had a great impact on understanding both reading and listening skills, with the amount of research done seemingly focusing on the former. Thus, for the purposes of this study the writer shall refer mainly to the evidence as it is applied to speaking skills. Most methodologies investigating the role of schemata or background/prior knowledge are variations on Carrell's paradigm. Traditionally in the study of second language comprehension, the emphasis has been focused almost exclusively on the language itself rather than the individual attempting to interpret it (Cook, 1997, as cited in UKEssay, 2018). It seems that more recently the language learner themselves, with the knowledge and ideas that they bring from the outside world, is perhaps as important a factor as the language itself. Carrell and Eisterhold (1983) as cited in UKEssay (2018) point out that one of the most obvious reasons why a specific

content schema may fail to exist is that the schema is culturally specific and is not part of a learner's cultural background. Aebersold and Field (1997) rather philosophically as cited in UKEssay (2018) describe it when they say, 'if the topic...is outside of their experience or base of knowledge, they are adrift on an unknown sea'. It is then surely the teacher's responsibility to help learners and make sure that they are guided in the right direction by providing that which may be missing, or at the very least, helping to stimulate what is already there. In an ideal scenario, it would include a combination of both factors.

The types of schemata for speaking skill is adopted from Carrel Theory in (Zhao and Zhu, 2012) who states that there are three kinds of schemata, namely, content schemata, formal schemata and linguistic schemata.

### ***1. Content schemata***

Content Schemata refer to the background knowledge of content area of the topic talks about or the knowledge of the world. They include the topic familiarity and previous experience with a field. Students will easily deliver the idea about the content of the topic given if they have previous knowledge of that topic. They also have a lot of information to be informed to the listener. The existing previous knowledge will enable students to deliver the information fits to the topic given. In short, content schemata are the knowledge, message and information about the topic

given which include topic familiarity and previous experience such as knowledge about Physics, Indonesia's history and story of Malin Kundang.

## ***2. Formal Schemata***

Then Formal schemata are background knowledge of organizational pattern of different types of texts (i.e. narration, argumentation, exposition, and recount) has its own conventional structure, which presents a schema of ways speaker include all necessary information in the topic given. By having formal schemata, students can arrange their ideas in logical ways.

## ***3. Linguistic Schemata***

Linguistic schemata refer to students' existing language proficiency in vocabulary and grammar. Linguistic knowledge plays an essential part in productive skill. It affects students' fluency in speaking. Students who have a lot of vocabulary will speak without too much effort. Grammar helps students to construct the correct sentences in conversation. In conclusion, the more students have linguistic schemata, the more fluency they have in speaking.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

Based on the research questions of this study, the method that was used for this study was qualitative research. According to Astalin (2013) “Qualitative research is a systematic scientific inquiry which seeks to build a holistic, largely narrative, description to inform the researcher’s understanding of a social or cultural phenomenon”. Moreover, case study research design was used because this research was attempted to analyze the impact of students speaking ability based on the experience of chosen participants by asking them several question in order to gather the data and then present the analyzed data (result). Creswell (2017) assumes that case studies are a design of inquiry found in many fields, especially evaluation, in which the writer develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals.

In this study, the writer utilized purposive sampling to select the participants. The respondents were the English language education department students of UIN Ar-raniry who were studying in second and forth semester (2019-2018). The writer took 7 participants from 7 differences boarding school background. The writer carried out semi structure interview in collecting the data. In analyzing the data, the writer

used five steps, according to Akinyode and Khan (2018) includes Data Logging, Anecdotes, Vignettes, Data Coding, and Thematic Network.

## **B. Participant**

The writer used purposive sampling to select the participants. Purposive sampling is a group participant according to preselected criteria relevant to a particular research question (Mack, 2005). Purposive sampling was employed because the researcher set certain criteria in choosing the participants; the participants were English language education departments of UIN Ar-Raniry in the 2nd and 4th semester, the participants were graduated from various boarding schools in Aceh, the participants got A or B scores in their speaking class in university.

With the set criteria, the researchers contacted the possible participants to ask their consent and found 7 people willing to participate in this study. The 7 participants were graduated from 7 different boarding schools in Aceh. The participants consisted of four students from the 2nd semester and three students from 4th who were English language education department of UIN Ar-Raniry Banda Aceh.

## **C. Technique of Data Collection**

In this research, the writer carried out semi-structured interview. Griffiee (2012) assumed that semi structured interview means questions are predetermined, but the interviewer is free to ask for clarification and even add follow up questions. There are 7 participants who were interviewed about kinds of speaking practice



activities in their boarding school, their impression on the impact of speaking practice activity in the boarding school to their speaking class in the university and their suggestion for improving speaking practice activities in boarding school. The total of main question for the interview was three questions. Then, the writer carried out semi-structured interview to add some questions in order to find out some others information that the writer need in this research. The interviewer called the participants one by one through phone call with duration 15 minutes on average. The interview process was through phone call because of Covid-19 pandemic most of the respondents stayed in different city of Aceh. Creswell (2012) confirmed that phone interview allows the researcher to easily access the information from participants when both have geographical barrier. However, the weakness is that the writer cannot see non-verbal communications from the interviewees. While doing interviews, the writer recorded the participant's answer through phone recorder.

#### **D. Techniques of Data Analysis**

Data analysis is the process of reducing large amount of data collection to make sense of them. According to Ahsan (2015), data analysis is the review process, sorting and grouping data to easiness in answering the research problem of this study.

There were 2 research questions of this study. First, "How is the impact of student's schemata in their speaking ability?" The writer followed up some question to the participants in order to get answer of this research question. The writer decided

to explore the students' perception of the impact of students' speaking practice activities in boarding school to students' speaking abilities at the university right now. The writer found some aspects that mentioned by participants which impacting or helping their speaking ability; such as confident, grammatical, fluency, and easier in understanding subject that delivered by lecturer.

The second research question of this study was “What are students' suggestions for improving the speaking practice activities in the boarding school?.” after asking and getting the information about the first and second research question, the writer asked the participant about their criticism and suggestions for improving the activities quality based on their experiences.

For the first and second research question, the writer used five steps for technique of data analyses according to Akinyode and Khan (2018). The applications of five steps analysis procedures include Data Logging, Anecdotes, Vignettes, Data Coding and Thematic Network.

### ***1. Data Logging***

In the interview conducted among 7 participants, the raw data collected through personal interview were recorded in a recorder to become data documentation. Writer' description, feelings, view and insights as well as assumptions and ongoing ideas about the subject matter were also recorded. This was mainly to document the

responses from the interview and other forms of qualitative data. The written of these responses were in form of logs that helped in preparing the anecdotes.

## ***2. Anecdotes***

After written down the responses from the participants in form of logs, then the writer prepared the anecdotes. Anecdotes are the refined version of logs written legibly for the purpose of record. This was the second step in the qualitative data analysis that involved restructuring of the data log to have better understanding of the data collected. The writer summarized the sequential structure of the narrative explanation given by the participants immediately after the data collection to minimize twisting of information and wrote it in form of anecdotes. These were used as the resource to extract references as nodes. This guided the researchers to generate feelings and develop the themes.

## ***3. Vignettes***

After making the anecdotes, the next step was vignettes. This step was further deep than anecdotes. The writer represented narrative or story investigations on the interpretation of the participant, knowledge or circumstances that the writer described. Vignettes therefore allow higher level of interpretation beyond mere description, higher sense of understanding about the phenomenon and allow the capturing of themes.

#### ***4. Data Coding***

After documenting it in the form of log and describing it in the form of anecdotes, the next step was coding data. In this step the writer sorts, arranges, manages, develops and modifies the data. At the data coding exercise, the writer checked the transcription for accuracy and read the data repeatedly to get better understanding of the database. The 'codes' were later verified and refined into smaller numbers of 'refined codes'. The writer marked the answers that mostly mentioned by underlining the transcript answer text and groups it into specific theme or idea.

#### ***5. Thematic Network***

After making the coding data, the writer grouped it into 3 basic themes; the speaking practice activities in boarding school, the impact of students' schemata in their speaking ability at university and the students' suggestions for improving students' speaking practice in boarding school. Then, the writer continued to organize the themes. After completing the 3 basic themes, they were also arranged in a sequence, where the preceding one connects to the following one, and the succeeding one would not make sense if the preceding one does not appear. Finally, the research questions were answered.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Research Findings**

In this research, the writer interviewed 7 participants from English Language Education Department Students of UIN Ar-Raniry who were graduated from various boarding school backgrounds. The participants were in the second and the fourth semester of their study. There are two research questions in this research; how is the impact of students' schemata on their speaking ability? And, what are students' suggestions for improving speaking practice activities in the boarding school? After analyzing the data, the researcher divided the findings into 3 points; speaking practice activities in boarding school, the impact of students' schemata in their speaking ability and the students' suggestion for improving English speaking practice activities in boarding school. The first and second points are related to the first research question, and the third point is related to the second research question.

##### **1. Speaking Practice Activities in Boarding School**

Most boarding schools have the same activities in providing English language learning, especially in speaking practice. The writer found four activities provided by boarding schools; memorizing vocabulary, conversation practice activity, speaking English in daily activity and language punishment. However, there was little

difference in the learning schedule and timing of the activity. Here are the details of the English learning activities in boarding school mentioned by the respondents:

**a. Memorizing Vocabulary (Mufradat)**

Commonly, memorizing vocabulary or usually called *Mufradat Pagi* was held every morning after *Subuh* prayer. The students were grouped into several groups and guided directly by a teacher or senior students. The teacher or the senior students provided 2-3 vocabularies in a day, along with the examples in sentences. Some other boarding provided until five vocabularies in a day. Usually, they used repetition technique in memorizing the vocabularies. The supervisor read the vocabularies loudly, and the students repeated it many times. After that, the students were asked to make one or two sentences of each vocabulary. Those vocabularies were requested to use in their daily communication. As one of respondent AU said:

*“The English speaking activity in my boarding school like giving vocabulary in the morning and the afternoon giving idioms then students will repeat it until many times. The senior class asked students to make one or two sentences in English. Then if there were wrong from that sentence, it would be corrected by senior.”*

In addition, respondents DNA also told that:

*“Usually we call it as Mufradat Pagi. It has held in every morning after subuh prayer. We were joining this activity in our class. A teacher or senior student-guided every class and gave the students some vocabulary in a day.”*

On the other hand, one respondent told that in her boarding school, there was no particular class for Memorizing Vocabulary. However, the memorizing vocabulary

activity was held together with Conversation Practice activity or usually called as *Muhaddatsah*. As she said:

*“We did not have a special class for memorizing vocabularies, but the supervisor also provided many vocabularies once a week before we continued to join conversation practice.”*

#### **b. Conversation Practice Activities**

One other activity that provided by boarding school was Conversation Practice or usually called as *Muhaddatsah*. According to participants, their boarding school held this activity once-twice a week. It usually held in the evening or morning. In conversation practice activity, the students were communicating in English with their friends. This activity aims at training the student to speak English well. As said by SM:

*“Morning conversation activity is held on Friday. Friday is our off day. We do not have to go to school. So, on Friday morning, we have a morning conversation activity that allows us to speak with our friends. Furthermore, in the evening, there is an evening conversation activity. It is similar to morning conversation, but the evening conversation held in the evening. I think this program is beneficial for us because we can train ourselves to speak in English. Therefore it can improve our skill especially in speaking”*

Some other respondent mentioned that:

*“In my boarding school, it is like a conversation class; usually we do on Wednesday and Sunday. On Wednesday we do in the morning or evening and on Sunday only in the morning before we were jogging”.*

### c. Speaking English in Daily Activity

Based on participant answers, their boarding school obligated students to speak English or Arabic in daily communication. Usually, the speaking scheduled was one week for English and one week for Arabic. There were two weeks in a month to speak English. As mentioned by CRF:

*"In my boarding school, we have two languages to communicate every day; English and Arabic. We change the language every Friday, this week, for English and next week for Arabic."*

AA also stated that:

*"My boarding school had a regulation that helps us in improving our language, especially in speaking skills. The regulations obligate us to speak only in two languages; a week in Arabic and a week in English. There is no Indonesian language or anything else. Also, there was no exception; although, we were graduate from boarding school before or not. This regulation is useful for us not to be ashamed of practicing the language. It does not matter what accent we have, such as Gayo or Aceh because some people's accents look while they are speaking. It does not matter. I mean like "meudok" it does not matter because the important thing is we speak English."*

On the other hand, PN stated that in her boarding school, the students prefer to speak in Arabic than in English. As she mentioned:

*"We have a week for speaking in English and a week in Arabic. However, we often speak in Arabic, so we rarely use English."*

Besides, most of the respondents also discussed the grammatical error in their daily communication. There was also an additional word that usually used by the students when they were communicating in English. The word was like a



combination of English and Indonesian language. For instance, the word “*lah*” in a sentence “don’t like that *lah*”. The speaker means “Do not be like that.” As mentioned by AU:

*“In the boarding school we must speak in English language. When we forgot the vocabulary, we tried to mix Indonesian and English language. For example, like “can you ambil that lah”*

#### **d. Language Punishment (*Mahkamah Bahasa*)**

According to the respondent in this research, language Punishment or *Mahkamah Bahasa* was a program that aims at making students obeyed in language rule of the boarding school. At boarding school, each student was obligated to speak Arabic or English at a specified time. However, if they violated it by speaking Indonesian or regional languages, they would be punished. As mentioned by SM:

*“If the students did not speak in English or Arabic, the senior students or the teacher would admonish them. Another student would write their friend’s name who did not speak in English. Then he/she would get punishment.”*

Usually, the language division of OSIS announced some students who were speaking in *Bahasa* and asked them to meet the senior or teacher. As mentioned by CRF:

*“In every night, after Isya prayer, we announce it. So in every class, we have some spy, they write who only speak Indonesian, then in the night we will announce who only speak Indonesian, and they would get punishment.”*

There were various kinds of punishment for each boarding in punishing students who break language rules. For example, the students were asked to memorize some vocabularies, swept the field, and ran around the field, cleaned the toilet, and others.

The students also must make a promise that they would not speak in *Bahasa* anymore. As said by SM:

*“In punishing the students, the teacher asked them some vocabulary and asked them to translate what they had said in Bahasa to English or Arabic. The students read it loudly and promise not to speak in Bahasa again. The teacher also gave some vocabulary for the students and asked them to memorize it.”*

Another respondent said:

*“The punishment is very hard. The students have to memorize 100 vocabularies. Moreover, we have to speak in English one day full.”*

DNA also mentioned that:

*“If there were students who use Indonesian or mother tongue language, they will get punishment such as sweeping the field, running around the field, cleaning toilets, others.”*

## **2. The Impact of Speaking Practice activities in Boarding School to Students’**

### **Speaking Ability in University**

Based on the result of the interview, the impacts of English speaking activities in boarding school divided into four categories; confidence, grammatical structure in speaking, fluency, and easily catch what the lecturer said.

#### **a. Confidence**

Some respondents in this research stated that their experience of English speaking practice activities in boarding school made them more confident in speaking English

in the university. They also said that it helped them in learning basic speaking class in university. When the lecturer asked them to present something in English immediately, they did not feel ashamed. As mentioned by AU:

*“I feel brave to speak English even though I do not have English well, but I think I get Basic English from my boarding school that helpful for me in my major, especially in the English department.”*

AA and RD also stated that:

*“I am not ashamed of speaking English. I feel confident enough when the lecturer asks me to present something in English.”*

Some respondents stated that they felt more confident in speaking if they had prepared it before. As respondent SM who got A score in basic speaking class claimed that she was not really confident in speaking. However, she was brave to speak if the topic is familiar with her. And she also felt better if she had prepared it before. As she said:

*“I do not feel really confident. But, if my lecturer asks me to describe something, I can answer it with my own words. The lecturer also understands what I mean. It is because I used to speak in English when I was in boarding school. Sometimes if I speak in front of the class, I feel nervous, but I feel better if I had prepared it before.”*

However, one respondent said she did not feel confident in speaking English because of her personal experience.

*“I felt less confident. Maybe because when I was a child, people always laughed at me when I made a mistake. Even I tried so hard, but I still felt insecure.”*

From the data above, it can be inferred that the English speaking practice activities in boarding school helped most students to be more confident in their speaking. It happened because they were used to speak English in their boarding school. Some students also felt less confident speaking in front of the class if they did not have any preparation. However, they still felt better if they prepared it well. There was also one student who felt not confident in speaking even though she had prepared it before. The students who felt not confident in speaking claimed that it was because of her personal experience that she felt insecure in speaking English..

#### **b. Grammatical Structure in Speaking**

Most respondents complained about grammatical errors and additional words in their daily speaking practice at boarding school. Mostly, the word “*lah*” was heard when they communicated with their friends in the boarding school. They translated the Indonesian language into English, so it was made their English looks weird. It brought them into a bad impact when they were in the university. Because they used to speak in this way since they were in boarding school, some of them stated that it makes them used to speak improper English until now. As mentioned by AU:

*“A bad impact that I got from speaking practice in my boarding school was about the grammatical error or additional words. When I was in boarding school, I used to add a word like “lah” in my speaking. It is like translation from Indonesian into English. So that is a bad habit that impacts me until now.”*

AA said:

*“In my Islamic boarding school, there is no punishment for those who use that additional word. So it based on our self-awareness. Some of us try not to speak by that word, but others also keep speaking using that additional word.”*

SM also mentioned:

*“So many students spoke in improper English, and I realized it when I had studied at this university.”*

From the data above, it can be inferred that this bad impact has happened because there was no special rule requiring students to speak English properly. The boarding school only obligated students to speak in English or Arabic. However, there was no obligation to speak correct English. So this is what made some of them still adopted grammatical errors in speaking until they were in university right now.

### **c. Fluency**

Based on the writer's observation during the interviewing process, most participants looked fluency in answering questions. Only a few participants looked less fluent in answering questions using English. Some of them also mixed the language using Indonesian. Besides, the writer also assumed that the fluency of speaking also depends on the self-confidence of the students. If the students have good self-confidence, they were also fluent in speaking. As cited in Effortless English (2016), just one more thing you need – in order to speak English fluently: *you must have confidence.*

#### **d. Easier in understanding and communicating with lecturer in classroom**

All participants stated that the English speaking practice activities in boarding school made them easier in understanding subject material in university. When the lecturer thought subject using English, the students understand what the lecturer said without any misunderstanding. As participant RD mentioned:

*“A good impact that I feel when I was studying in my boarding school to my university; I can understand what the lecturer said immediately without preparation.”*

The English learning activities in boarding school helped students understand the English speaker. Even though their personal English was not as good as their lecturer's, they still understood what the lecturer said. Therefore it benefited them in the understanding of subject material. Others participants agreed:

*“For the good impacts, it made me easier to understand what the lecturer said”*

### **3. Students' Suggestions for Improving Speaking Practice Activities in Boarding School.**

Based on the result of the data analyses, the respondents mentioned four suggestions to improve speaking practice activities in boarding school. The suggestions are about encouraging the rule of language punishment, providing qualified English teachers, improving the rule of conversation practice activities, and the last is encouraging students' self-awareness.

### **a. Encouraging the Rule of Language Punishment**

According to respondents, the language punishment or usually called as *Mahkamah Bahasa* not obligated students to speak in proper English. Even though they had so many grammatical errors in their speaking, they would not be punished as long as the students spoke in English. So, most of the students used to speak improper English. The grammatical in this context is unlike complete grammar in writing. However, it is more like avoiding unnecessary words (*lah* in Bahasa) or inappropriate of using To Be that can make the spoken confuse when they talked with native English. One of the respondents suggested giving punishment for students who used improper English in their speaking. It aims to make students aware of and care for the importance of speaking in Standard English. Moreover, it does not have a bad impact on their speaking ability at the university later. As mentioned by AA:

*"I suggest not only punishing those who speak Indonesian language but also those who misuse grammar. Grammar is important. If students have proper grammar in speaking, then the words will be easy to understand. Proper grammar what I mean here is not immediately about the tenses perfect future or anything else, but I mean here it can be gain with the simple one. For example, the use of appropriate tobe, the use of correct verb forms like synchronizing the subject and the verb and anything. It looks simple, but most of us are still confused and sometimes are often into changeable when we are talking."*

### **b. Providing Qualified English Teachers**

There were some respondents mentioned that the English teachers (ustadz/ustadzah) in their boarding school were less able to speak in Standard



English. Because of that, they suggested providing some qualified English teachers who can speak English fluently and adequately. So that if the students were speaking in grammatical error or improper English, the teacher should immediately correct them. As mentioned by AU:

*"For my boarding school, I suggested providing some teachers who are good at English. When I was there, most of the teachers were able to speak English and Arabic but not better than the students. If the teacher were better in English, they could correct the student's mistakes immediately. So, the students did not continue communicating with improper language."*

Besides, they also hoped that the teacher should be more active in controlling students' daily communication and talking in English with the students. As participant SM said:

*"The teacher should be more often control to our dormitory and talk to us using English. So the students not only talk with their friends. If we were only talking each other's, we do not know if we make a mistake. So it is better if we have a supervisor in our dormitory."*

Also, the English teacher in the school has to speak English while teaching in the class. So the students are getting used listen the English speaking. As said by AU:

*"The English teacher at school should speak English in the class. Because in my school the English teacher speaks in Indonesian while teaching, so we did not look familiar in English speaking."*

### **c. Improving the rule of conversation practice activities**

One of the respondents mentioned that the conversation practices activities in her boarding school need some improvement. She said that while they were joining this



activity, the senior students or the teachers only let them speak by themselves without any particular topic providing. In her opinion, this was not affecting them in improving their speaking ability because they would only speak some topic as same as they speak in daily communication. Because of that, the students suggested that the teacher provide a particular topic and more vocabulary about the topic. If they had a particular topic that they should talk about, the students would prepare it before they were joining the activity. So it could make this activity more helpful in improving their speaking ability. As respondent RD said:

*“In my experience, when I was in boarding school, we had conversation practice every Friday morning. A wrong thing that relates to me is that the teacher let us do anything we want. I do not think that effect on improving speaking skills because I believe that we need more vocabulary and new thinking to improve it. Then if they just let us talk whatever we want, so we will talk about something that always we do in our single day. So my suggestion is the teacher should give a topic and have to give new vocabulary that relates to the topic. For example, the teacher gives a topic about “Human Right” so the teachers also have to provide us some vocabularies about human right.”*

#### **d. Encouraging Students’ Self-Awareness**

Besides the suggestion for the boarding school and the teachers, most respondents also mentioned that the Self-awareness was essential in improving their speaking ability. The students should be aware of the importance of English speaking practice. If they knew how important speaking English practice is, they would speak in English without any compulsion. As mentioned by PN and DNA:

*“In my opinion, the students must know the importance of the English and Arabic language. They also should more practice the*

*vocabulary that was given by the teachers. Most of the students only speak in English or Arabic if there were teachers in front of them. So if there is no teacher, they will not speak in English. Even the students are as senior in that boarding school; they did the same—only students of language division who care about it.”*

## **1. Discussion**

This study explores the impact of students' schemata in their speaking ability and to know the students' suggestions for improving the speaking practice activities in the boarding school. In this research, there were 7 participants from English education department students UIN Ar-Raniry who are alumni from various boarding schools. They consist of four students from the second semester and three students from the fourth semester. To collect the data, the writer used a semi-structured interview. In this discussion part, the writer elaborated on the findings based on each research question.

For the first research question, the writer found four activities provided by boarding school related to students' schemata in their speaking ability; memorizing vocabulary, conversation practice activity, language punishment, and speaking English in daily activity. Fajriah (2009) also found that language punishment is one of the activities provided by boarding school to improve students' speaking ability. Besides, Ferdian (2012) found that conversation practice activity also is one of the activities provided by boarding school. Related to those activities, the writer found four aspects that impact students' speaking ability in the university. Those are

confidence, fluency, grammatical structure in speaking, and easier in understanding and communicating with the lecturer in the classroom.

For the first impact, confidence, most students stated that the speaking practice activities in boarding school made them more confident in their speaking class at university. There was only one respondent who stated that she did not feel confident in speaking even though she had prepared it before. It happened because of her personal mental experience that made her felt insecure in speaking, not because of less quality of speaking practice activity in her boarding school. Overall, it can be inferred that the speaking practice activities in boarding school helped students to be more confident in their speaking class at university.

The writer assumed that the students were confident to speak because they have schemata that they got from their boarding school. The schema in this research is related to the tools of speaking, not only as knowledge of the topic. In other words, this result more related to the linguistic schemata in speaking. For instance, lots of vocabularies that they had memorized when they were in boarding school truly helped their speaking ability when they were in university. When the students have this schema in their speaking, they were efficiently delivering what they wanted to say. It was different with content schemata. Content schemata are used to comprehend the topic of speaking. The more they have content schemata, the more fluent they can deliver the topic of the speaking. Drestriani, Yufrizal & Sudirman (2013) stated that students who have more content schemata were able to deliver their

ideas efficiently. It showed that content schemata affect students speaking ability, especially in fluency.

Talking about fluency, it is the other impact of the first research question. The writer also found that the speaking practice activities in boarding school helped students be more fluent in their speaking practice at university. It is because linguistic schemata have a substantial role in this fluency aspect. Destriani, Yufrizal & Sudirman (2013) stated that students with more linguistic schemata perform the speaking better than students who have less linguistic schemata. It is in line with the writer's observation while interviewing the respondents; most of the respondents seem fluent in answering the interview question. It can conclude that the students who were graduated from the boarding school having more linguistic schemata in their speaking ability. This result also supports by previous research, Syakur as cited by Destriani, Yufrizal & Sudirman (2013) stated that one could not effectively or express their ideas in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. As a result, students who have more linguistic schemata can quickly convey the conversation without too much effort in producing the word.

The next impact is about the grammatical structure in speaking. Most of the respondents claimed that they were used to speak in improper English. Even though the students felt confident and fluent in speaking, most of them adopted grammatical errors in their communication. The students stated that they were used to speak with

some additional words, such as “*lah*” in “don't like that *lah*”. Besides, they were also used to speak like translating Indonesian to English. The respondent stated that boarding schools do not obligate them to speak in proper English. They only must speak English even not in a proper way. Because of that, they have less ability to speak with a proper grammatical structure. It is in line with research by Fajriah (2011) that the boarding school did not obligate the student to speak in Standard English. Thus, the students who did not speak English correctly will not be punished, as long as they speak English or Arabic at the appointed time. As a result, the students were still used to speak in improper English until they are in university. Therefore, the students have to recheck the grammatical error in their speaking when they were in speaking class at university.

The last impact is easier in understanding and communicating with the lecturer in the classroom. All of the participants said that they felt more leisurely in the understanding of subject material that delivering by their lecturer. The writer assumed that some activities like memorizing vocabulary, an obligation to speak English in daily activity, and conversation practice activity in boarding school help the students understand English speakers. The students were used to speaking, listening, and responding by using English at boarding school, which made them easier to communicate and interact in the classroom. In line with research conducted by Ferdian (2012) found that the conversation practice activity gave positive influences on students' speaking ability of Darul Ulum Islamic Boarding School.

For the second research question, the writer found four suggestions mentioned by respondents for improving speaking practice activities in boarding school. Encouraging the rule of language punishment, providing qualified English teachers, improving the rule of conversation practice activities, and the last is encouraging students' self-awareness.

Out of 4 suggestions, there was 1 point that relates to the negative impact of grammatical structure in speaking at boarding school, which is the rule of language punishment. Most respondents agreed that language punishment in their boarding school did not obligate them to speak in Standard English. Even they speak improper English, they would not be punished. So the students were used to speak in improper English. As a result, most of them felt that they did not have a good grammatical structure in speaking when they are in their university right now. To solve this problem, one of the respondents suggested making a strict rule in language punishment. The language punishment should not only punish the students who were speaking in Indonesian or local language but also punish students who were speaking in incorrect grammar. The writer assumed that if all suggestions are well received by the boarding school, the more beneficial impact that students will get.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the research that is drawn from the previous chapter. This chapter also delivers some recommendations for further research.

#### A. Conclusion

This point presented two conclusions related to the two research questions of this study; those are the impact of students' schemata in their speaking ability, and the students' suggestion for improving speaking practice activities in boarding school.

Before concluding the impact of students' schemata in their speaking ability, the writer found some activities provided by boarding school to practice students speaking ability. The activities are memorizing vocabulary, conversation practice activity, speaking English in daily communication, and language punishment (*mahkamah bahasa*). After that, the writer explored the benefit that students get by joining those activities to their speaking class in university right now. The writer found four aspects that can impact the students. Those are confidence in speaking English, grammatical structure in speaking, fluency, and easier in understanding and communicating with the lecturer in the classroom. After analyzing and comparing all impacts with the speaking practice activities, the writer found that in general, most of the impacts give benefit to the students but not in the grammatical

structure of the speaking. Because of some weakness in speaking practice activities at boarding school, most students feel less able to speak in proper grammar. Therefore, the respondents give some suggestions to improve the students speaking practice activities in the boarding school, which will be concluded in the second conclusion of the second research question.

For the second research question, the writer concluded that there are four suggestions from students for improving speaking practice activities in boarding school. Those are encouraging the rule of language punishment, providing qualified English teachers, improving the rule of conversation practice activities, and the last is encouraging students' self-awareness. All participants stated that their boarding school did not obligate the students to speak in proper English. Therefore, one of the participants suggested encouraging the rule of language punishment by obligating the students to speak English with a good grammatical structure in speaking. It hopes that the students' schemata from their boarding school can have a more beneficial impact on them when they are at university.

## **B. Recommendation**

### ***1. The Students***

Especially for boarding school students, this research can be used as a solution and helps students to understand the impacts of the speaking practice activities in boarding school to their speaking ability in university later. According to their senior



experience, it can make boarding school students more aware of the importance of joining and obeying the language rule in their boarding school.

### ***2. The Teachers and the Institutions***

Based on the conclusion of the second research question, this study can be used as an improvement or correction for the speaking practice activities in the boarding school. The institution and the teacher should provide a better quality of the speaking practice activity in their boarding school. So the students also will receive a more beneficial impact on it.

### ***3. Further Researcher***

This study only focuses on four impacts; those are self-confidence, grammatical structure in speaking, fluency, and easier in the understanding subject. It is suggested for future researchers to expand the focus, or change the focus on other variables. Moreover, the study may also be conducted on other institutions such as in senior high school or vocational high school. Further research could also compare all the graduate students from different educational backgrounds.

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TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN  
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munagasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang diuangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2019
- Menetapkan :  
PERTAMA
- MEMUTUSKAN
- Menunjuk Saudara:
1. Nidawati, M.Ag  
2. Fithriyah, S. Ag., M. Pd
- Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Firda Umaira  
NIM : 160203014  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Students' Schemata and Their Speaking Ability
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 19 Desember 2019  
An. Rektor  
Dekan,

  
Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



## Explanatory Consent

Mei, 2020

Dear Student of English Language Education Department,

I am Firda Umaira from English language education department studying in 8th semester. I am conducting research entitled “Students’ Schemata and Their Speaking Ability.” The objective of this study is to explore the impact of students’ schemata in their speaking ability and to know the students’ suggestions for improving the speaking practices activities in the boarding school. As you one of the English students who graduated from a boarding school, I ask permission from you to participate in in-depth interviews as my research participants. All of the information will be handled with care, secret, and professional. All names and information about your other identity will not be included in result discussion. If you are willing to participate, please sign in this consent form. I really appreciate your help in this research. If you have any questions, feel free to contact me: +6282361609767 or E-mail: [virdahumaira@gmail.com](mailto:virdahumaira@gmail.com). Thank you very much.



Ar-Raniry

## CONSENT FORM

I am who sign bellow

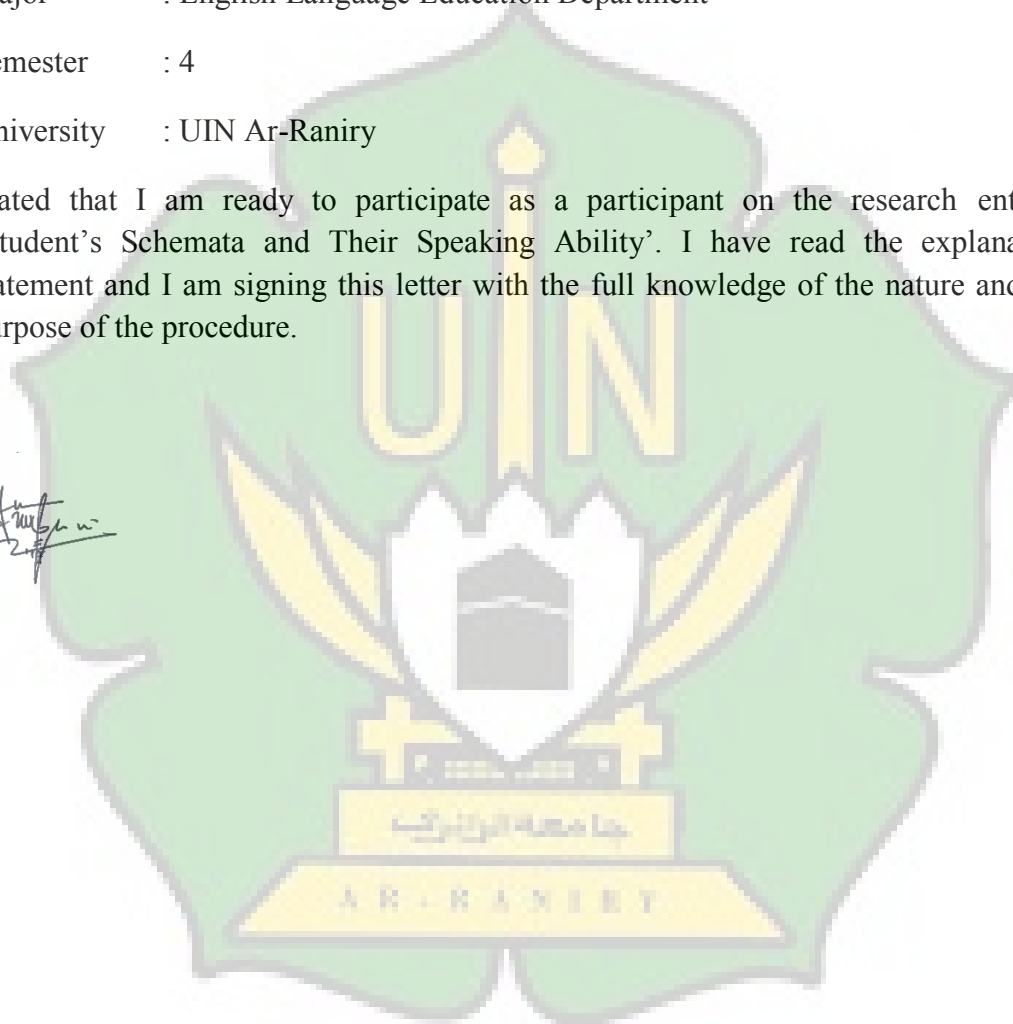

Name (initial) : AU

Major : English Language Education Department

Semester : 4

University : UIN Ar-Raniry

Stated that I am ready to participate as a participant on the research entitled 'Student's Schemata and Their Speaking Ability'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.



## CONSENT FORM

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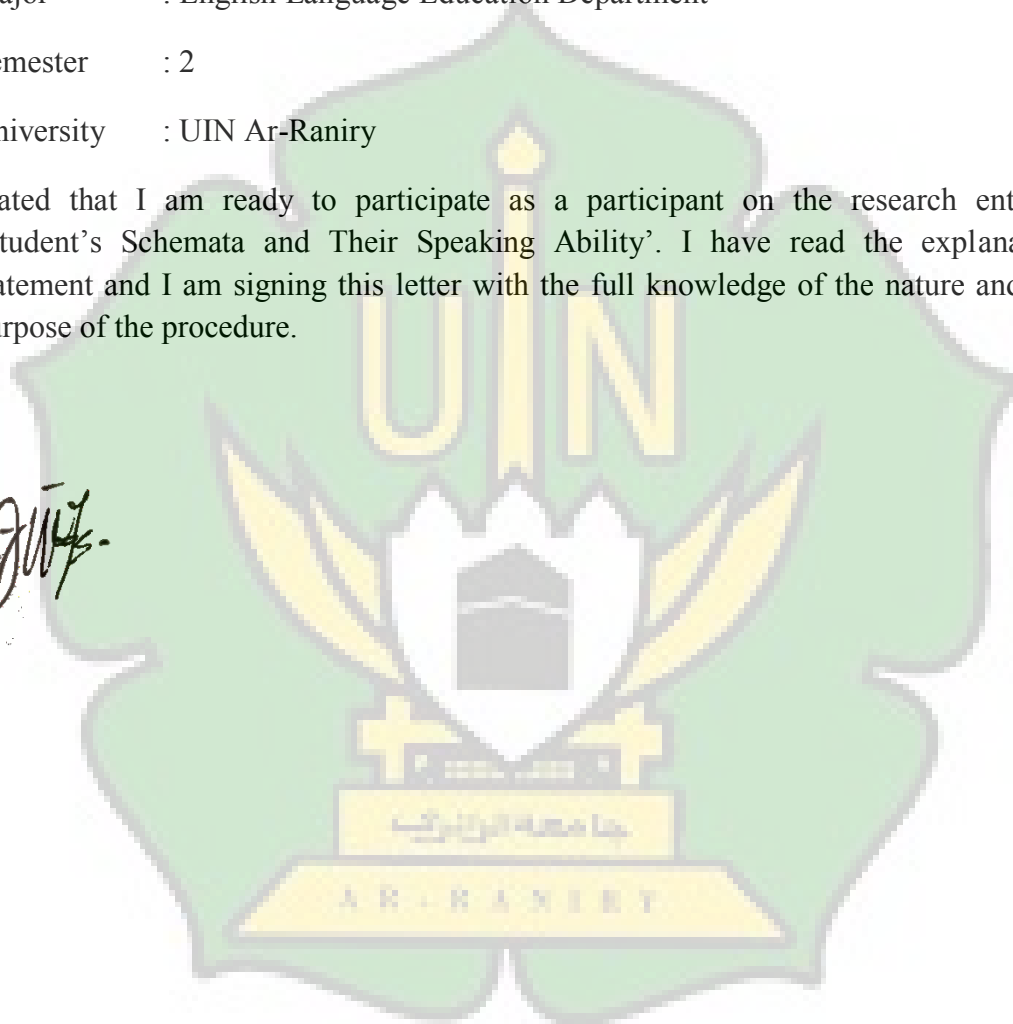
Name (initial) : AA

Major : English Language Education Department

Semester : 2

University : UIN Ar-Raniry

Stated that I am ready to participate as a participant on the research entitled 'Student's Schemata and Their Speaking Ability'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.





## CONSENT FORM

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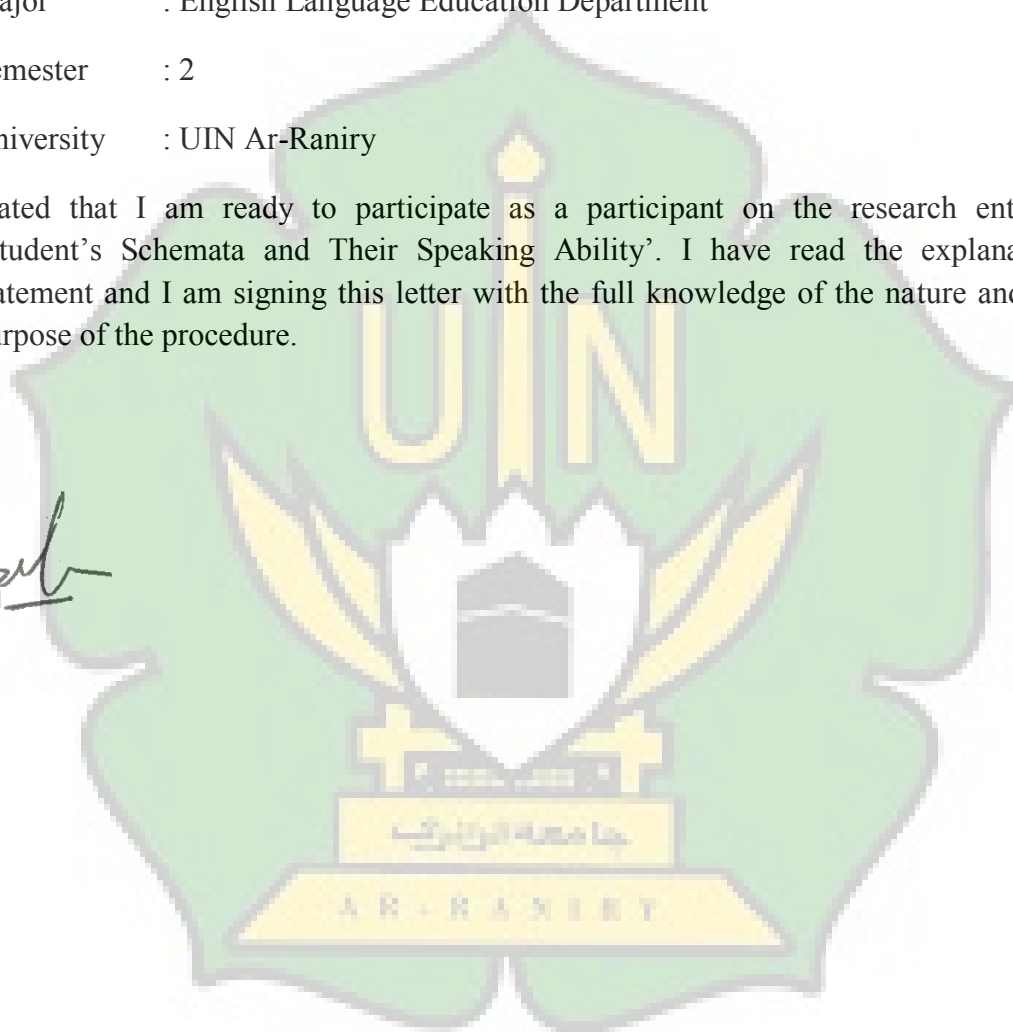
Name (initial) : CRF

Major : English Language Education Department

Semester : 2

University : UIN Ar-Raniry

Stated that I am ready to participate as a participant on the research entitled 'Student's Schemata and Their Speaking Ability'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.



## CONSENT FORM

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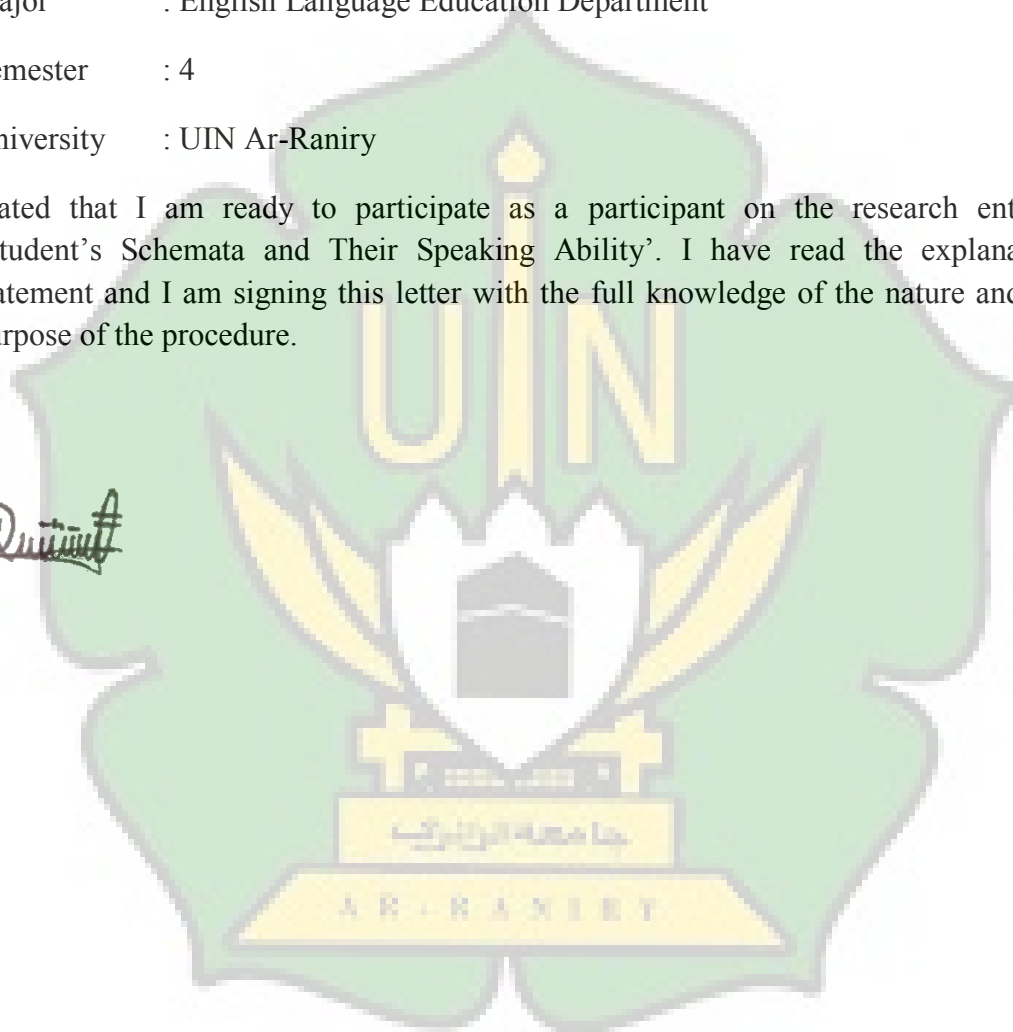
Name (initial) : DNA

Major : English Language Education Department

Semester : 4

University : UIN Ar-Raniry

Stated that I am ready to participate as a participant on the research entitled 'Student's Schemata and Their Speaking Ability'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.



## CONSENT FORM

I am who sign bellow

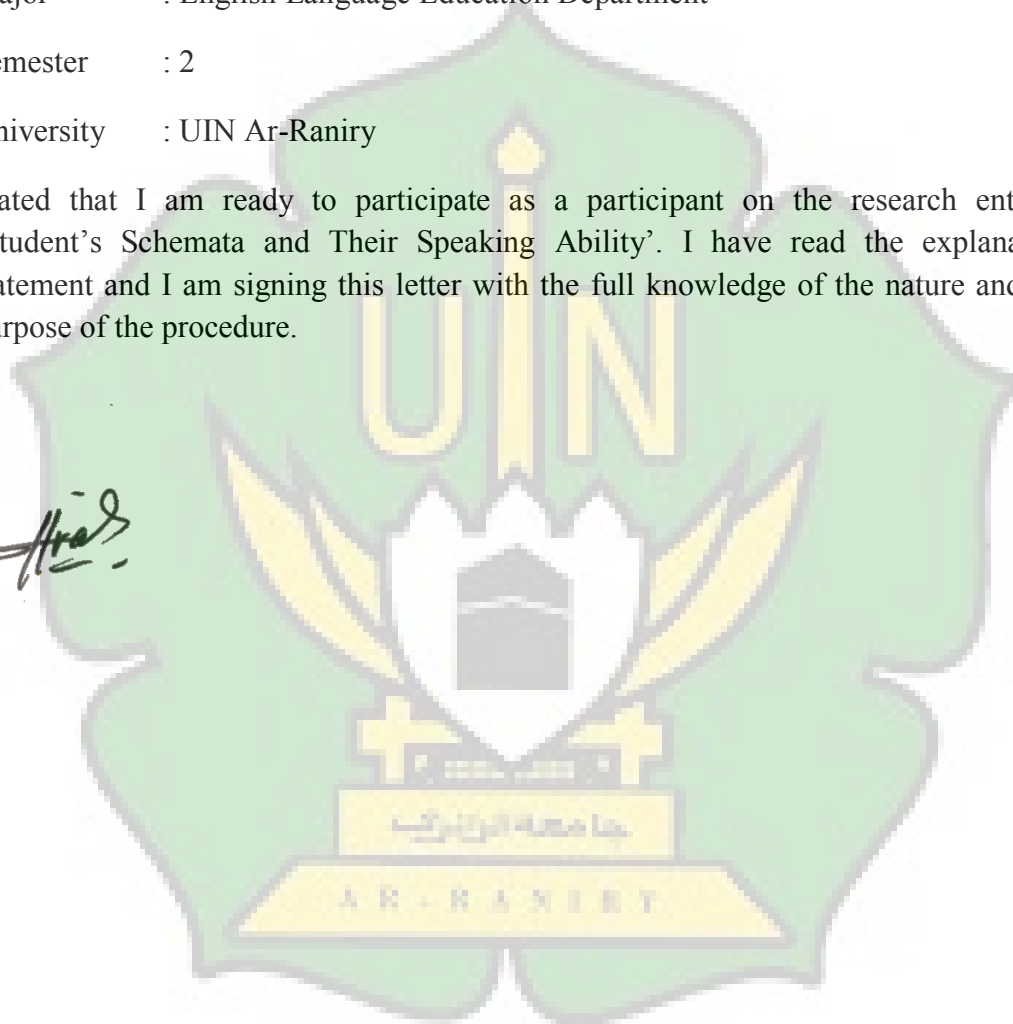
Name (initial) : PN

Major : English Language Education Department

Semester : 2

University : UIN Ar-Raniry

Stated that I am ready to participate as a participant on the research entitled 'Student's Schemata and Their Speaking Ability'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.



## CONSENT FORM

I am who sign bellow

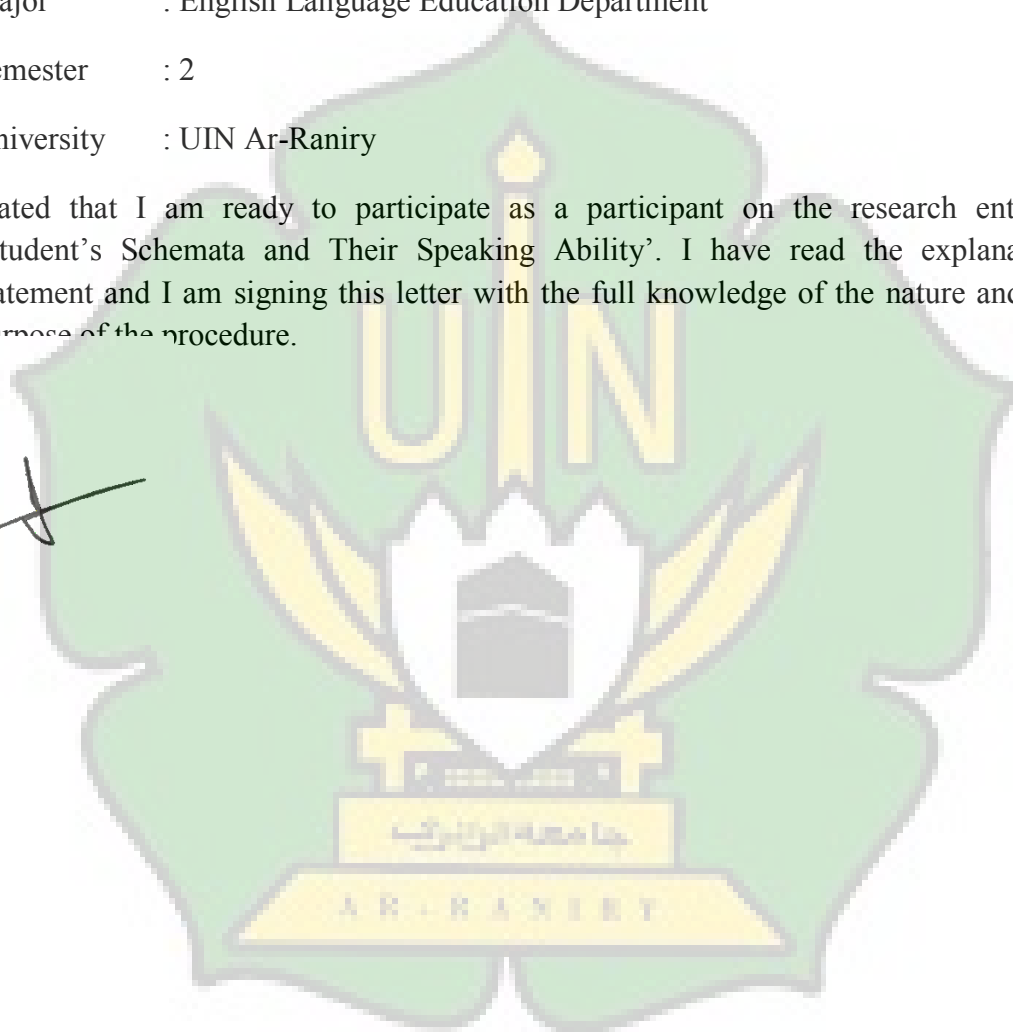
Name (initial) : RD

Major : English Language Education Department

Semester : 2

University : UIN Ar-Raniry

Stated that I am ready to participate as a participant on the research entitled 'Student's Schemata and Their Speaking Ability'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.



## CONSENT FORM

I am who sign bellow

Name (initial) : SM

Major : English Language Education Department

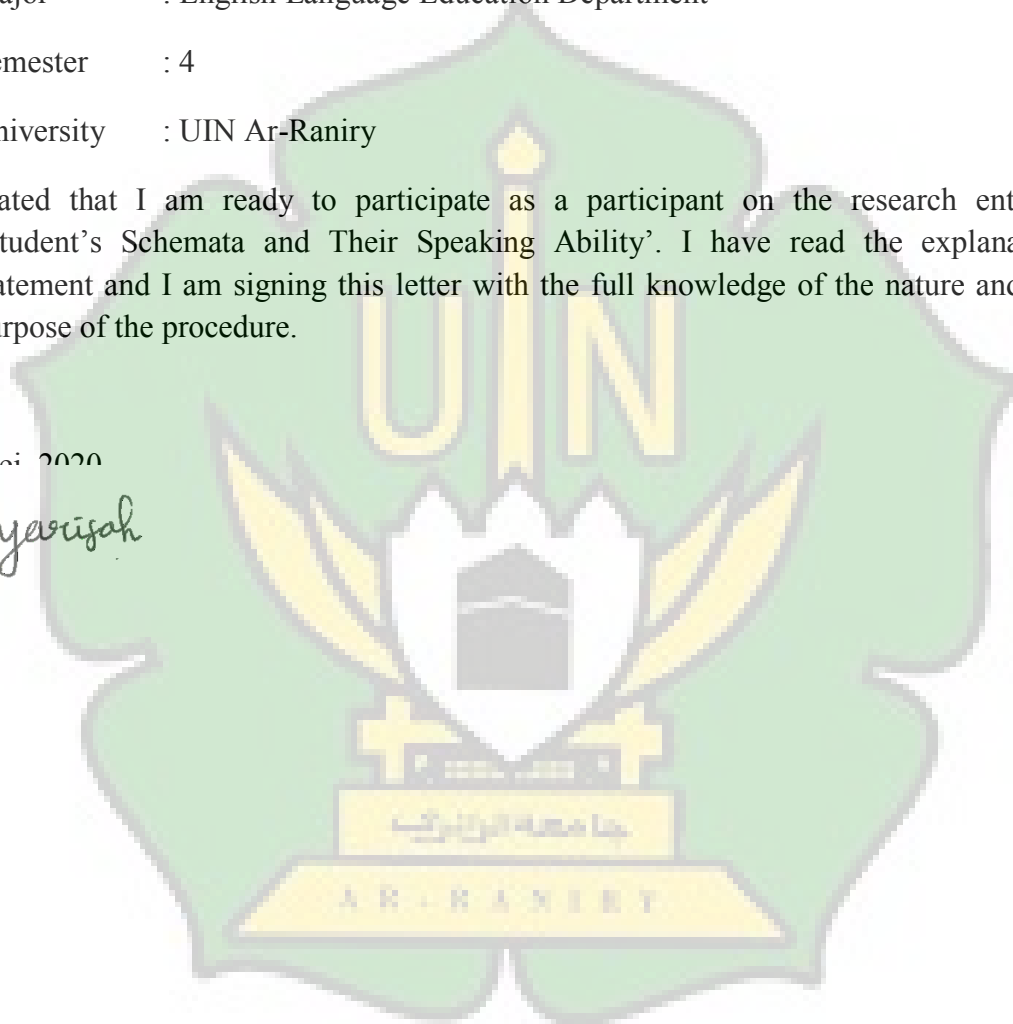
Semester : 4

University : UIN Ar-Raniry

Stated that I am ready to participate as a participant on the research entitled 'Student's Schemata and Their Speaking Ability'. I have read the explanatory statement and I am signing this letter with the full knowledge of the nature and the purpose of the procedure.

May 2020

*Syarisah*





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi\_ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

**SURAT KETERANGAN**

Nomor: B-248/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B--/Un.08/FTK.I/TL.00/06/2020 tanggal 04 Juni 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

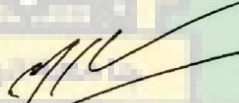
Nama : Firda Umaira  
NIM : 160 203 014  
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

***“Students’ Schemata and Their Speaking Ability”***

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020  
Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**

## INTERVIEW GUIDELINE (1)

Place : Via Phone  
Interviewee : Student of English Language Education Department,  
UIN Ar-raniry Banda Aceh  
Respondent : AU

I: How is the English Language Learning in your boarding school especially about speaking practice?

R: Talking about speaking practice, firstly, I want to talk about English learning in my boarding school. So, The English speaking activity in my boarding school like giving vocabulary in the morning and the afternoon giving idioms then students will repeat it until many times. The senior class asked students to make one or two sentences in English. Then if there were wrong from that sentence, it would be corrected by senior. That's about the English learning process. Then, we have a particular class like the whole class, it will be held by ustazah directly, and in that class, the students will learn deeper about English. In my boarding school, it is like a conversation class; usually, we do on Wednesday and Sunday. On Wednesday we do in the morning or evening and on Sunday only in the morning before we were jogging. In our boarding school, we learn and practice English and Arabic language, where one week for English and one week again for Arabic. In that week, we practice English speaking every day, in the dormitory, and at our school. If the students make fault or wrong they will get like a punishment at night, yeah, that's all about how the process in the learning English in my boarding school.

I: How is the way you memorize the vocabularies? Is there any specific way? Or it's only up to the students how the way they memorize the vocabularies?

R: In memorizing the vocabularies it's maybe when the students get punishment, then they will memorize it. And then we also have like a task in the morning, once a month maybe from that task we will memorize vocabulary because we will answer the question from the senior class.

I: What are the impacts that you feel to your speaking ability at this university?

R: I think there are two impacts regarding ability in English speaking; good and bad impact. Okay, for the good impact, it made me easier to understand what the lecturer said, and then I have familiar with the vocab that I have to learn or I not confused about it. And then, about English practice, I feel brave to speak English even though I do not have English well, but I think I get Basic English from my boarding school that helpful for me in my major, especially in the English department. A bad impact that I got from speaking practice in my boarding school was about the grammatical error or additional words. When I was in boarding school, I used to add a word like “*lah*” in my speaking. It is like translation from Indonesian into English. So that is a bad habit that impacts me until now. In boarding school, we must speak in English. When we forgot the vocabulary, we tried to mix Indonesian and English language. For example, like “*can you ambil that lah.*” So that has become one of the bad impacts for me until now.

I: What about your confidence? Do you feel more confident when you speak in your speaking class, especially when you are in university?

R: About my confidence, if the lecturer asked me to speak about a topic which I familiar with, then i feel confidence. But if the lecturer asked me to talk about the other material that I do not have learned before, I don't feel confident.

I: What are your suggestions for improving speaking practice activities in your boarding school?

R: Okay, for my boarding school, I suggested providing some teachers (ustadz/ustadzah) who are good at English. When I was there, most of the teachers were able to speak English and Arabic but not better than the students. If the teacher were better in English, they could correct the students' mistakes immediately. So, the students did not continue communicating with improper language. Then, the other suggestion is not only for the ustadz/ustazah, but the English teacher at school should also speak English in the class. Because in my school, the English teacher speaks in Indonesian while teaching, so we did not look familiar in English speaking.



## INTERVIEW GUIDELINE (2)

Place : Via Phone  
Interviewee : Student of English Language Education Department,  
UIN Ar-raniry Banda Aceh  
Respondent : DNA

I: How is the English Language Learning in your boarding school especially about speaking practice?

R: In my boarding school, we speak two languages. At the first week, we speak English, and the next week we speak in Arabic. If there were students who use Indonesian or mother tongue language, they would get punishment such as sweeping the field, running around the field, cleaning toilets, and others. Every Friday night, we held speech from 8 to 10 at night, speech conducted using English and Arabic. Then every Saturday after finish subuh prayer, we do conversation a half hour. So in boarding school when at school we are allowed to speak Indonesian or regional language except learning English and Arabic language.

I: Are there other activities that provide by your boarding school in supporting English speaking practice for students?

R: Yes, Usually we call it as Mufradat Pagi. It has held in every morning after subuh prayer. We were joining this activity in our class. A teacher or senior student-guided every class and gave the students some vocabulary in a day. Besides, we also have conversation Practice or usually called as Muhaddatsah in every Saturday after subuh prayer.

I: Did the teachers reprimand the students who speak in improper English?

R: Yes, they did. But for new students it is forgiven as long as they want to speak English.

I: what about memorizing vocabularies? Is there any specific way?

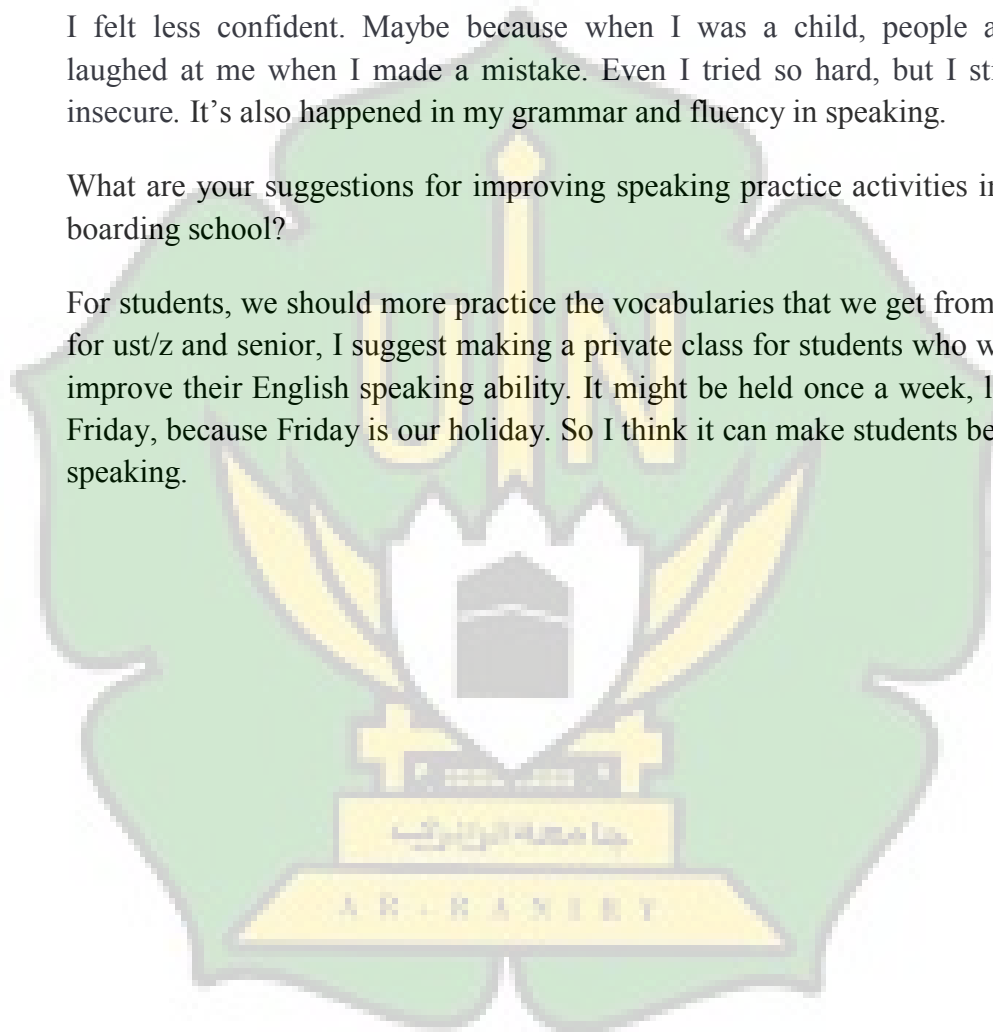
R: In memorizing vocabularies, it is like a repetition technique. The students will repeat the vocabulary after the supervisor says it. Then the students memorize it and apply it in their daily speaking.

I: What are the impacts that you feel to your speaking ability in this university?

R: I felt less confident. Maybe because when I was a child, people always laughed at me when I made a mistake. Even I tried so hard, but I still felt insecure. It's also happened in my grammar and fluency in speaking.

I: What are your suggestions for improving speaking practice activities in your boarding school?

R: For students, we should more practice the vocabularies that we get from ust/z. for ust/z and senior, I suggest making a private class for students who want to improve their English speaking ability. It might be held once a week, like on Friday, because Friday is our holiday. So I think it can make students better in speaking.



### INTERVIEW GUIDELINE (3)

Place : Via Phone  
Interviewee : Student of English Language Education Department,  
UIN Ar-raniry Banda Aceh  
Respondent : CRF

I: How is the English Language Learning in your boarding school especially about speaking practice?

R: In my boarding school, we have two languages to communicate every day; English and Arabic. We change the language every Friday, this week, for English and next week for Arabic. For speaking practice we have Muhaddatsah or conversation every Friday morning or we will repeat every vocabulary or the wrong sentence when we speak. Usually we find some wrong grammar in our speaking, so, after prayer subuh, isya, and maghrib, we repeat the wrong sentences then we will correct them into the right sentence.

I: Alright, what about Memorizing Vocabulary activities or usually we call as *Mufradat*, did your boarding school provide it?

R: Oh, yaa! I forget it. After subuh prayer, we go to class. We give some vocabulary to improve our English language. Usually, we will provide five vocabularies or sentences.

I: How is your way in memorizing vocabularies?

R: I will combine the sentence or the vocabulary with the Indonesian sentences. So I will do something that can make me remember or make my brain strong. So I will combine the vocabulary to the Indonesian language.

I: Okay. So how about the punishment? Is there any punishment when students speak Indonesian?

R: In every night, after Isya prayer, we announce it. So in every class, we have some spy, they write who only speak Indonesian, then in the night we will announce who only speak Indonesian, and they would get punishment.

I: What are the impacts that you feel to your speaking ability in this university?

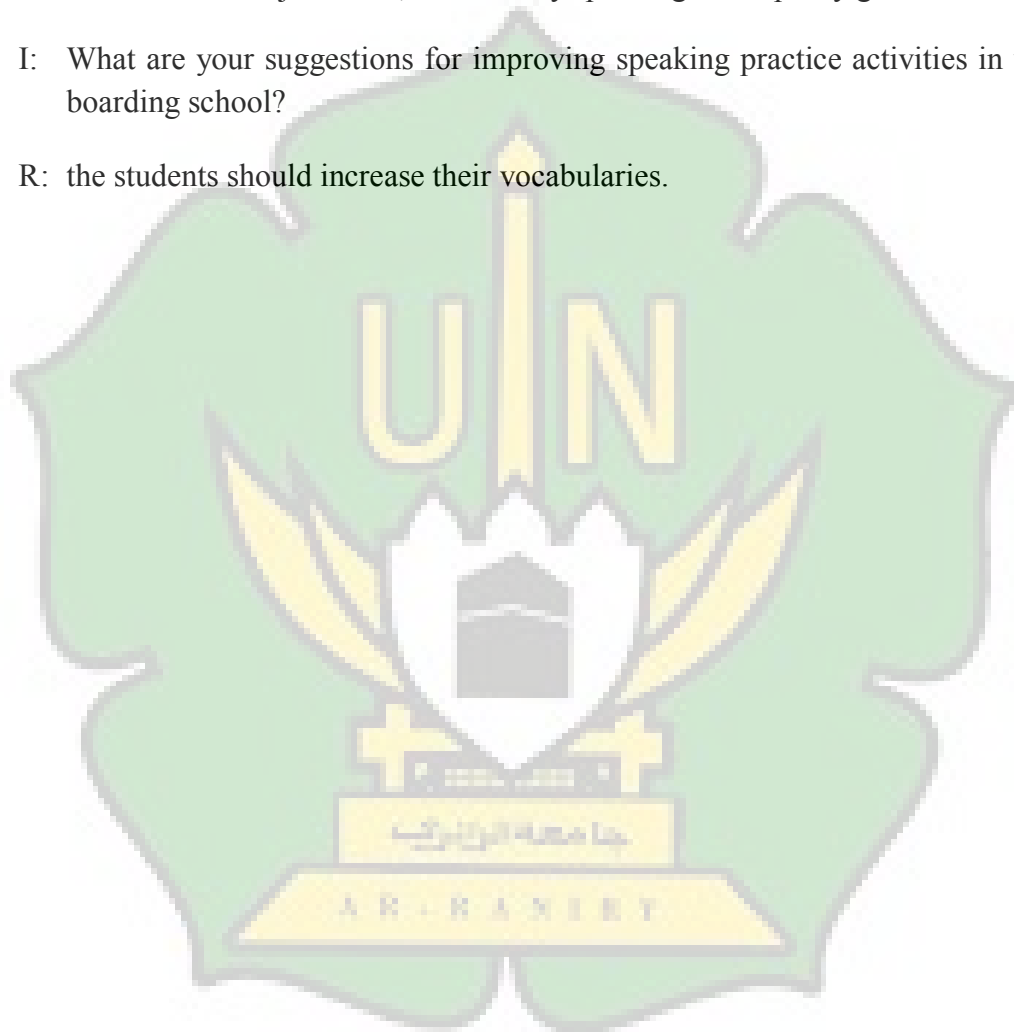
R: I think the impact is maybe I can speak clearly. I can speak fast because I have many vocabularies. But I am not good at grammar.

I: What about your confidence? Do you feel more confidence?

R: I think it just so so, because my speaking is not pretty good.

I: What are your suggestions for improving speaking practice activities in your boarding school?

R: the students should increase their vocabularies.



#### INTERVIEW GUIDELINE (4)

Place : Via Phone  
Interviewee : Student of English Language Education Department, UIN Ar-raniry Banda Aceh  
Respondent : PN

I: How is the English language learning in your boarding school especially about speaking practice?

R: Actually in my boarding school about speaking practice is not very good because of the desire of the student, the students have no desire to practice English language.

I: What about some activities provided by your boarding school to improve the students speaking ability?

R: We have a week for speaking in English and a week in Arabic. But, we often speak by Arabic because my boarding school is an Islamic boarding school, because of that we rarely use English.

I: is there any activity that provides by boarding school in order to improve students' speaking ability?

R: yes, of course. Every morning we have *Mufradat* or vocabulary class, one week for Arabic language and one week for English language. There are two vocabularies every morning.

I: What about the other activity?

R: We also have conversation in Sunday morning. It's like talking with each other.

I: Did the teacher or ustadz/ustadzah reprimand if the students speak in improper English?

R: Yes, of course. But only if in front of ust/z. if nothing ust/z we rarely talking in English. Sometimes ust/z reprimands the students who speak in improper English. But most of them not care about it as long as the students speak in English.

I: So, most of students speak Indonesian, isn't?

R: yes.

I: How is your way in memorizing vocabulary?

R: We have to repeat vocabulary and we must write vocabulary every day.

I: What about the punishment? Is there any punishment if students speak in *bahasa*?

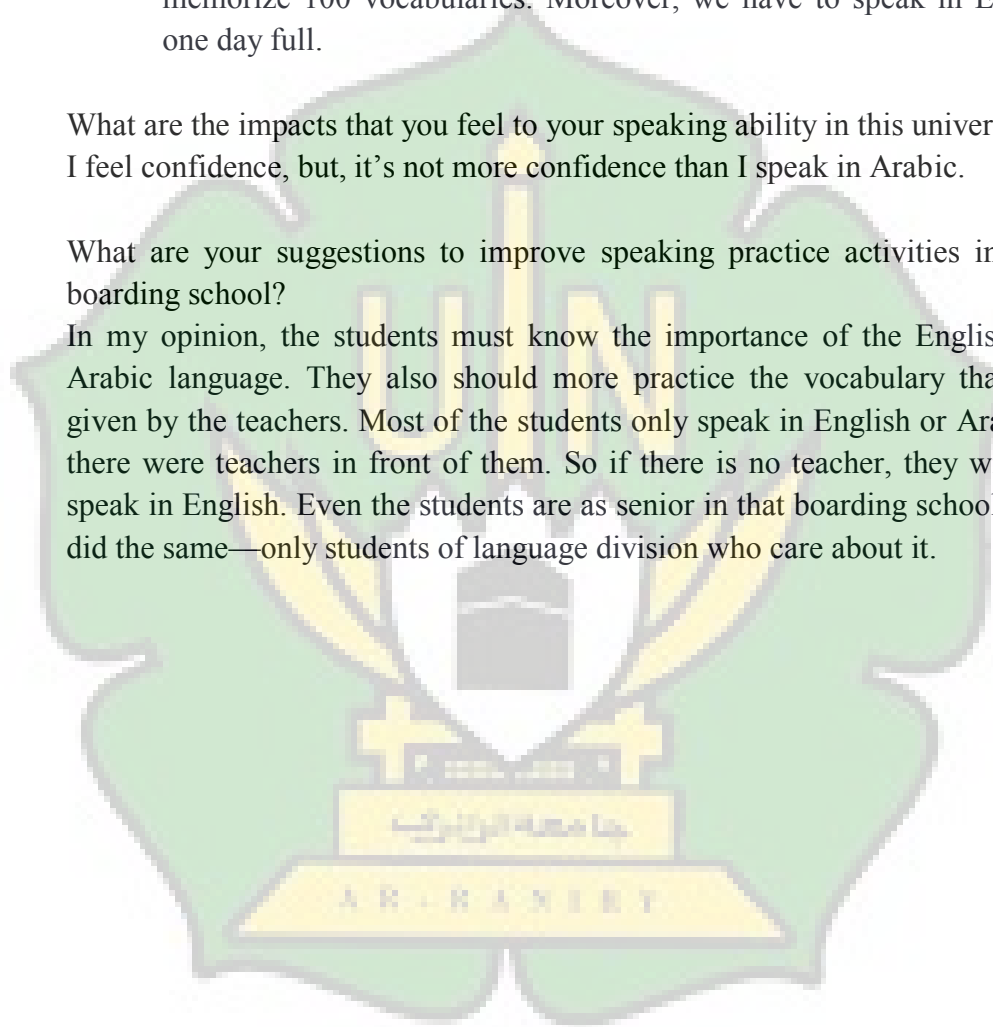
R: Of course, yes. The punishment is very hard. The students have to memorize 100 vocabularies. Moreover, we have to speak in English one day full.

I: What are the impacts that you feel to your speaking ability in this university?

R: I feel confidence, but, it's not more confidence than I speak in Arabic.

I: What are your suggestions to improve speaking practice activities in your boarding school?

R: In my opinion, the students must know the importance of the English and Arabic language. They also should more practice the vocabulary that was given by the teachers. Most of the students only speak in English or Arabic if there were teachers in front of them. So if there is no teacher, they will not speak in English. Even the students are as senior in that boarding school; they did the same—only students of language division who care about it.



## INTERVIEW GUIDELINE (5)

Place : Via Phone  
Interviewee : Student of English Language Education Department, UIN Ar-raniry Banda Aceh  
Respondent : AA

I: How is the English language learning in your boarding school especially about the English speaking practice?

R: My boarding school had a regulation that helps us in improving our language, especially in speaking skills. The regulations obligate us to speak only in two languages; a week in Arabic and a week in English. There is no Indonesian language or anything else. Also, there was no exception; although, we were graduate from boarding school before or not. This regulation is useful for us not to be ashamed of practicing the language. It does not matter what accent we have, such as Gayo or Aceh because some people's accents look while they are speaking. It does not matter. I mean like "meudok" it does not matter because the important thing is we speak English. There is a language department part of OSIS that control the application of this regulation. Also, talking about speaking, vocabulary is important. And about vocabulary, in my boarding school, there is a rule that we have to memorize and deposit five vocabularies a day. We also have language class after subuh about five to ten minutes every day. And there, member of the Language department will give us three vocabularies and one idiom. And another rule about vocabulary, we have to memorize and deposit about six hundred English vocabulary in our first grade and second grade. So, based on that, we can have many vocabularies to help us to practice our speaking. So that's the system in my Islamic boarding school before in learning English, especially speaking.

I: Did ustzadz/ustadzah admonish the students who speak in improper English?

R: Yes, they did it. But mostly it came from the member of English department itself.

I: How is your way in memorizing vocabularies?

R: We have to memorize five vocabularies every day, so I usually choose the vocabulary that relates to daily activity. So that after I deposit it, I will use it in my everyday speaking so I can memorize it.

- I: What are the impacts that you feel to your speaking ability in this university?
- R: The most important impact is that I am not ashamed of speaking English. I think it is something special because I found some of my friends embrace or shy afraid when they speak English and prefer not to speak or be quiet. After all, they are worried about a grammatical error, vocabulary freezing and so on. I also felt that feeling, but Alhamdulillah the habit of speaking English in my Islamic boarding school before help me get to prove it all. I also always believe that later lecturer or others can correct our error. So if we remind afraid, ashamed and so on we can't ever be better. And Alhamdulillah what I got in my boarding school before is beneficial for me.
- I: What do you think about some additional word that use by students in boarding school?
- R: additional word like "lah"?
- I: yes! What do you think about it?
- R: I also ever think about that because, in my Islamic boarding school, there is no punishment for who are using that additional word. So it based on our self-awareness. Some of us try to not speak by that word, but some others also keep speaking using it.
- I: What are your suggestions for improving speaking practice activities in your boarding school?
- R: Ya, to improve speaking practice activities at my Islamic boarding school, of course, like we talk before I suggest not only punishing those who speak Indonesian language but also those who misuse grammar. Grammar is important. If students have proper grammar in speaking, then the words will be easy to understand. Correct grammar what I mean here is not immediately about the tenses perfect future or anything else, but I mean here it can be gain with the simple one. For example, the use of appropriate Tobe, the use of correct verb forms like synchronizing the subject and the verb and anything. It looks simple, but most of us are still confused and sometimes are often into changeable when we are talking. That is what I give if I can suggest the improvement of speaking activities in my Islamic boarding school before.



## INTERVIEW GUIDELINE (6)

Place : Via Phone  
Interviewee : Student of English Language Education Department,  
UIN Ar-raniry Banda Aceh  
Respondent : SM

I: How is the English language learning in your boarding school especially about speaking practice?

R: The English learning in my boarding school in think is pretty good because the school has many programs to improve our skill in English, especially in speaking ability. There are many programs that we can take in learning the language. For example, Morning conversation activity is held on Friday. Friday is our off day. We do not have to go to school. So, on Friday morning, we have a morning conversation activity that allows us to speak with our friends. Furthermore, in the evening, there is an evening conversation activity. It is similar to morning conversation, but the evening conversation held in the evening. I think this program is beneficial for us because we can train ourselves to speak in English. Therefore it can improve our skill, especially in speaking. In the school we have English class twice a week we learn about the theory in the school while in the dormitory we learn about how to practice what we have learned in the school.

I: What about memorizing vocabularies or usually we call as *Mufradat*?

R: Yeah, so in the evening conversation we are not only talking with our friend but before we start talking the teacher give us some vocabularies than using the vocabularies to speak to our friend. We don't have a particular class for memorizing vocabularies, but the supervisor gives many vocabularies also in once a week before we continue to do conversation practice.

I: Alright. So what if the students speak in incorrect English? Did ust/z admonish them?

R: Yes, of course. The teacher will admonish the students if they speak in incorrect English. But the students will not get any punishment as long as they still speak in English. So many students speak in improper English, and I realized it when I had studied in this university.

I: So, what about punishment?

R: *Mahkamah Bahasa?* If the students didn't speak in English or Arabic, the OSIS would reprimand the students. Another student will write their friend's name who didn't speak in English then he/she will get punishment. In punishing the students, the teacher will ask some vocabularies to the students and ask the students to translate what they had said in *Bahasa* to English or Arabic. The students are asked to read it loudly and promise to not speak in *Bahasa* again. The teacher also gives some vocabularies for the students and asks them to memorize it.

I: What are the impacts that you feel to your speaking ability in this university?

R: The first impact I think I can say what I want to say. I mean I can talk to the lecturer or my friends there is no miss understanding because I used to use English when I speak before so when I arrange a sentence my lecturer and my friends understand what I mean. Even my grammar is not 100% correct.

I: Is it means you feel more confident in speaking?

R: I do not feel really confident. But, if my lecturer asks me to describe something, I can answer it with my own words. The lecturer also understands what I mean. It is because I used to speak in English when I was in boarding school. Sometimes if I speak in front of the class, I feel nervous, but I feel better if I had prepared it before.

I: What are your suggestions in improving speaking practice activities in your boarding school?

R: I think the program that the programs in my boarding school are good enough. I mean, there is nothing to be fixed. The students also used to join the program. So, maybe a thing that needs improvement that the teacher should be more often control to our dormitory and talk to us using English. So the students not only talk with their friends. If we were only talking to each other's, we do not know if we make a mistake. So it is better if we have a supervisor in our dormitory.

## INTERVIEW GUIDELINE (7)

Place : Via Phone  
Interviewee : Student of English Language Education Department,  
UIN Ar-raniry Banda Aceh  
Respondent : RD

I: How is English language learning in your boarding school especially about speaking practice?

R: Okay, in my boarding school as fun as what the other school did that in a subject structure we have some additional, we learn reading and also grammar. Also, for English speaking practice, we practice it twice a week in our daily communication, and it was the rule, so all students must do it. For those who break the rule, then they got punishment. Usually, the language movement will punish them by asking them making conversation in an appropriate time.

I: Did ust/z admonish the students who speak in incorrect English?

R: Yes

I: How is your way in memorizing vocabularies?

R: Usually, language division will give us new vocabulary every morning, so we have to memorize it, and sometime I will practice it in my daily communication with my friends.

I: Can you explain more detail about some activities to improve speaking in your boarding school, like *Mufradat*, *Muhaddatsah* when it's applying...?

R: Ya! In my boarding school, on Friday morning, we join a conversation with our friend and also each month we have two weeks for speaking English and Arabic. So all of us have to speak in English even we don't know about English, but we have to speak English. I think that rule will push us to understand English more.

I: What are the impacts that you feel to your speaking ability in this university?

R: Okay, I think for impacts that I feel, when I was studied in my boarding school to my university, first of all, I can catch what the lecturer said immediately without preparation. Second of all, I feel confident enough when the lecturer asks me to present something in English. That's all

I: What do you think about your grammar and fluency when you speak in front of the class?

R: I keep using grammar in my English. I often hear some people say when you speak, forget grammar. I don't think it really works for our communication as a beginner. Grammar is really important to us. Grammar is important for our communication, so I keep using it.

I: Did the students in your boarding school speak with grammatical error? I mean like there is an additional word in English?

R: OH! You mean like, sometime when we said "don't do that *lah*" like that? (yes) I think it's really bad! I don't know how to say.

I: Do you think it impact their speaking ability when they are in university?

R: If they keep using the additional word without like a grammatical rule, it will be a bad impact for them in the university. For instance, one day if they have to present something in front of a class or to give some views if they keep using it when they learn English I think it will be a bad impact.

I: What are your suggestions for improving speaking practice activities in your boarding school?

R: I don't have any suggestions, but based on my experience, when I was in boarding school, we had conversation practice every Friday morning. A wrong thing that relates to me is that the teacher let us do anything we want. I do not think that effect on improving speaking skills because I believe that we need more vocabulary and new thinking to improve it. Then if they just let us talk whatever we want, so we will talk about something that always we do in our single day. So my suggestion is the teacher should give a topic and have to give new vocabulary that relates to the topic. For example, the teacher gives a topic about "Human Right" so the teachers also have to provide us with some vocabularies about human right. That's all.